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ABSTRACT

Selected 1975 parent and teacher data from the Follow Through (FT) program were reanalyzed to see if the broader goals of FT were met. Analysts focused on comprehensive services provision, parental involvement promotion, and the relation of findings to the previous national FT evaluation and the Joint Dissemination Review Panel (JDRP) FT project review. Data were compared at three levels of aggregation: overall FT versus non-FT; sponsor level; and site level. Findings on comprehensive service provision indicate that FT was successful in providing disadvantaged children with medical and dental services. Findings on parent involvement indicate FT program success. Data indicate an apparent contradiction between the national FT evaluation test results and parents' perceptions of their children's progress in school and related questions. No strong relation between JDRP project approval and parent and teacher reports of service provision, parent involvement, or children's progress were found. It is noted that in this exploratory study, the representativeness and the quality of the data are problematic: only apparent differences between groups which reached the .05 probability level are discussed; and FT and non-FT comparisons are made, although the NFT groups are not strictly controls. Parent and teacher data at different levels of aggregation are included in five appendices. (Author/RH)

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FINAL REPORT

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REANALYSIS OF FOLLOW THROUGH PARENT AND TEACHER DATA FROM SPRING 1975

by

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October, 1978

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PREFACE

We would like to preface this report by thanking several people whose comments and suggestions on the draft version of this document led to significant improvements in this final report. Gerald Burns, USOE project officer for the Huron Institute Follow Through contract, contributed numerous helpful suggestions. Harold Freeman's comments were both detailed and thorough, and as a result extremely valuable to us. Also we would like to thank Elizabeth Gilkeson, Wesley Becker, Vito Perrone, Preston Kronkosky, Jack Lumley, Johnnie Follins, and Jean Humphrey, all of whom took time from busy schedules to read and offer comments on the draft report. Though suggestions from all of these people were helpful to us, the content of the final report is of course the responsibility of no one other than ourselves.

W.H.
&
N.P.

I. INTRODUCTION

In a Technical History of the National Follow Through Evaluation (Haney, 1977) we pointed out that while several million dollars have been invested in gathering and analyzing data from parents and teachers involved in Follow Through over the past decade, "these efforts have been especially troubled by lack of continuity in data-gathering instruments, ambiguity of purpose and variation in how the data were analyzed" (p. 304).* As a result, we noted, available "information on Follow Through parents and teachers faded into the text and appendices of the final Abt IV [Follow Through Evaluation] report and was not even mentioned in the summary chapter or in the digest of this *magnum opus* of the FT evaluation reports" (p. 306). At the same time, we observed that partial analyses of Follow Through parent and teacher data outside the Abt evaluation effort had uncovered useful information on Follow Through, including evidence of the program's delivery of medical and dental services (Wright, 1976; Sutherland, et al., 1976; discussed in Haney, 1977a, pp. 285-88). Around the same time, we pointed out that while past analyses of Follow Through parent and teacher data had not proved very fruitful, more useful ones might easily have been done (Haney, 1977a).

In effect, we had said that the information in the Follow Through parent and teacher data had not been fully exploited and that additional analyses of them might be worthwhile. USOE's project officer for the Huron Institute's Follow Through contract asked us to submit a plan on what additional analyses might be done. In reponse, we wrote a proposal to conduct a reanalysis of

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*We should note that while the cost of gathering information from Follow Through parents and teachers seems high in an absolute sense, it constituted only a small portion of FT evaluation expenditures overall--which are estimated to be in the neighborhood of $50 million.

Follow Through parent and teacher data (Huron Institute, December 1977). After several months of delay, the USOE officially approved this proposal in May 1978 and this report describes the reanalyses we conducted and our findings from them.

By way of introduction, we should explain that the approach we have adopted here is fairly simple. The approach is largely descriptive. We simply compare data for one group of parents or teachers with that of another. We have not performed any elaborate statistical manipulations because of our belief that a thorough description of data should be carried out prior to elaborate analyses of them. Also, it is doubtful whether these data could meet assumptions necessary for some of the more complex statistical analyses. Moreover, the simple descriptive approach will, we hope, prevent our treatment of these data from getting sidetracked into technical discussions of statistical esoterica--as often seems to happen with more elaborate statistical manipulations.

This report of our reanalysis of parent and teacher data is organized as follows. Section II describes the background and rationale for the study. Section III describes past analyses of Follow Through parent and teacher data and how our reanalysis relates to them. Section IV describes the data employed in this reanalysis. Section V provides an overview of our plan for reanalyzing these data, at both the aggregate Follow Through versus non-Follow Through comparison group level, and at the level of Follow Through sponsors and sites. Section VI describes details of our aggregate Follow Through versus non-Follow Through analyses and findings from them. Section VII describes the details of analyses at the sponsor and site levels and findings from them. Overall findings are summarized in section VIII and the data from which we have drawn our findings are presented in more detail in appendix tables.

II. BACKGROUND AND RATIONALE

The Follow Through program and evaluation have long and complex histories. These have been recounted elsewhere (Haney, 1977; Elmore, 1976; Krulee, 1973) and we will not elaborate on that history here. Nevertheless, it is useful to recount a brief history of the Follow Through program and evaluation in order to provide background to the reanalysis and to show why re-examination of data from interviews with parents of Follow Through children and from questionnaires to Follow Through teachers is worthwhile.

Follow Through was authorized by the U.S. Congress in the 1967 amendments to the Economic Opportunity Act of 1964. The idea was that the new effort would be a nationwide service delivery and community action program designed to follow up on the Head Start program, which served disadvantaged children in the preschool years. In late 1967, however, Congress cut back funding for the new program and consequently federal officials had to curtail the scope of plans for the new program. In doing so, they also decided to transform Follow Through, partially, into a planned variation experiment. The planned variations were to be alternative educational models developed and implemented in Follow Through sites around the country by a variety of sponsoring agencies. Around a dozen model sponsors joined the Follow Through program in 1968 and roughly ten more were added over the next three years. Since the whole notion of sponsored planned variations was brand new, Follow Through in effect also became a research and development effort for sponsors to refine their models and to improve methods for implementing them.

So by the fall of 1968, four major conceptions of the purpose of Follow Through had begun to shape the program. On one hand, it was a service program aimed at providing disadvantaged children with a range of educational, medical, dental, nutritional, and social psychological services. Also, it was a social action program mandating parent participation and community involvement. From another perspective, it was a planned variation experiment designed to test alternative models of education. And at the same time, it was also a research and development effort designed to develop and refine alternative models. These conceptions of the main meaning of Follow Through were not necessarily incompatible, but clearly they held somewhat different implications for how the program ought to be evaluated.

In the early years of the national evaluation, roughly 1968-1972, attention was given to several aspects of the program, including the comprehensive service, social action, and planned variation views of Follow Through. By 1972, however, debate had arisen over the course of the national evaluation. So officials in USOE decided in 1972 to focus the national evaluation effort on an assessment of Follow Through as a planned variation experiment. As a result, when the contract for analyzing the Follow Through evaluation data was awarded to Abt Associates, Incorporated, first in 1972 and again in 1974, they were requested by USOE to focus their evaluation activities mainly on the planned variation vision of Follow Through and specifically on the comparison of Follow Through students' test score data with those of comparison non-Follow Through children. In consequence, the final evaluation reports on Follow Through by Abt Associates (Stebbins, et al., 1977; Proper, et al., 1977) shed almost no light on Follow Through as a comprehensive service program or as a social action endeavor. Part of our reason for proposing to perform a reanalysis of the Follow Through parent and teacher data is to illuminate these views of Follow Through.* Specifically, we wanted to analyze what parents' and teachers' opinions can tell us about the success of Follow Through in providing comprehensive services to disadvantaged children and in promoting social action in terms of parental involvement in the program. Also, we will use the parent and teacher data to illuminate other evaluation findings regarding Follow Through, specifically those in the final Abt evaluation report and the results of the USOE-NIE Joint Dissemination Review Panel (JDRP) determination of exemplary Follow Through projects.

Before turning in a later section to describe how we pursue this undertaking, let us offer two other observations. First, evaluating Follow Through from these alternative perspectives is not just an academic exercise, but in fact is explicitly suggested in the official rules and regulations for the Follow Through program. The rules and regulations suggest seven kinds of criteria by which the program might be evaluated:

> (1) Comparisons of cognitive and affective development of the children served [in FT] with non-Follow Through children;
>
> (2) Comparisons of the cognitive and affective development of Follow Through children who participated in Head Start and other quality preschool programs with the cognitive and affective development of Follow Through children who did not;
>
> (3) Extent of parent involvement in the project, including participation in the decision-making process and participation in the classroom as paid employees or volunteers, and the effect of the project upon parental attitudes concerning the school and education in general;
>
> (4) Extent of medical and dental care, of psychological services, and of social services available to low-income Follow Through children;
>
> (5) Evidence of changes in school programs and in institutional rules and practices which increase the responsiveness of the educational system to low-income children and their parents;

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*We should note that evaluation of Follow Through as a research and development effort remains to be accomplished. To some extent USOE's forthcoming volume of chapters written by FT model sponsors (Burns, in press) will illuminate this perspective on FT.

(6) Evidence of positive changes in attitudes of program participants towards themselves and the community; and

(7) Evidence of coordination of community services (e.g., medical services) with the participating schools and their responsiveness to the needs of low-income persons.
(OE, 1975)

As pointed out in the Technical History of the evaluation, very little attention has been given in recent years to the last five of these sorts of criteria. Recent major national evaluation reports on Follow Through prepared by Abt Associates (Stebbins, et al., 1977; Proper, et al., 1977), for example, focused almost exclusively on the first and second sorts of criteria. The Follow Through parent and teacher data do not provide information bearing on all of the above sorts of evaluation criteria, but they do provide a source of evidence on criteria 3 and 4--corresponding roughly to the social action and comprehensive services views of Follow Through.

Our second observation is that recent debate over the national Follow Through evaluation has centered on some of the issues we hope to illuminate in this reanalysis. House, et al. (1978) in their critique of the Abt evaluation point out that historically parents have felt excluded from input into Follow Through evaluation efforts and maintain that the national evaluation has not been responsive to the needs of parents and to the goals of Follow Through from the parent/community point of view. In similar fashion Hodges (1978) opines that Follow Through evaluators have given inadequate attention to results other than child outcomes and states specifically that "they ignore the attitudes of parents, teachers, and teacher aides" (p. 187). Our reanalysis will bring evidence to bear on precisely these aspects of the Follow Through program.

In summary, our rationale for conducting this reanalysis centers on three goals:

1. To analyze parent and teacher data in order to illuminate Follow Through as a comprehensive service program;
2. To use these data to consider the success of Follow Through in terms of social action and parent involvement; and
3. To use these data to illuminate results of the national Follow Through evaluation conducted by Abt Associates, and of the JDRP review of Follow Through projects.

Before explaining in section V exactly how we carried out our reanalysis for these purposes, we turn in section III to describe previous analyses of the Follow Through parent and teacher data, and in section IV to describe the data used in our reanalysis.

III. PAST ANALYSES OF FOLLOW THROUGH PARENT AND TEACHER DATA

There are three types of documents in which these data have been reported in the past: 1) the major national evaluation reports prepared by SRI and since 1972 by Abt Associates; 2) three special reports prepared by SRI in 1976; and 3) feedback tables prepared by SRI and sent to Follow Through projects after each of the last few years of data-gathering. In chapter IV of the Technical History (Haney, 1977) we reviewed these uses of parent and teacher data in detail. Rather than repeating that discussion here, let us only summarize conclusions from that review.

In major national FT evaluation reports (specifically the Emrick, Abt I, II, II, and IV reports) the parent and teacher data were not given much attention. The parent data were consistently employed in these studies only through use of just a few items from the parent interviews as covariates in the analyses of student outcome data. Several other analyses were carried out, originally by SRI and more recently by Abt, but all of these efforts involved the construction of synthesized variables, either judgmentally or empirically (via factor or cluster analysis) in such a way as to make clear interpretation of the synthesized variables almost impossible. This fact was clearly evidenced in the failure of the Abt IV report even to mention the parent and teacher data in either the summary or the digest of that report.

The second place in which parent and teacher data were treated was in three special reports by SRI in 1976: cross tabulations of selected parent interview and teaching staff questionnaire data gathered in spring 1975 (Wright, 1976; and Sutherland, et al., 1976) and in a small study of selected items from parent interview data gathered in fall 1971 and spring 1975 (Crawford and Middleton, 1976). As mentioned previously, the cross-tabular reports did show some interesting FT and NFT comparisons and helped to spark our interest in these data. Nevertheless, all three of these reports suffer from several weaknesses. First, they report on only selected items from the parent intereview and teacher questionnaire forms and do not treat several potentially interesting items. (The small study of 1971-1975 data treated only six items.) Second, the cross-tabular studies report data only at the overall FT versus NFT level. While some questions are discussed at the sponsor level, the data themselves are not reported at the sponsor level. More importantly, nowhere does either report discuss data disaggregated to the site level. This is particularly unfortunate because 1) all of Abt's effects estimates in terms of children's test score data were calculated at the site level; and 2) according to the planned variation rationale, site-level variation should be used to test the significance of differences at the sponsor level.

The third previous use of parent and teacher data was in a series of data feedback reports sent out to Follow Through projects by SRI from 1969 to 1976. Early in the 1969-70 school year selected data from the 1968-69 school year were returned to local Follow Through project personnel. Feedback information from 1969-71 data gathering was sent out by SRI in June 1972. Data gathered in the 1971-72 school year were reported back to projects in June 1973; data collected in spring 1973 were mailed out during the first half of 1974; and data from spring 1974 and spring 1975 were distributed in early 1975 and 1976 respectively. Altogether several hundred feedback reports were distributed to Follow Through projects, each as much as 300 pages in bulk. The parent data reported in these feedback volumes were clearly of use to at least some Follow Through projects, since some of them cited parent data from the SRI feedback reports in testimony before Congress. However, in terms of gaining an overall picture of Follow Through, the feedback data reports have two severe weaknesses. First, none of the feedback documents reported on data disaggregated to the sponsor level. Second, the feedback tables were comprised simply of unanalyzed descriptive data and never was there any attempt to compare data across sites or to summarize the meaning of data reported in them.

Parenthetically we should note that the failure of the major national evaluation reports by SRI and Abt, the special reports by SRI in 1976, and the feedback reports to exploit fully the parent and teacher data likely resulted from the fact that these efforts were not aimed directly at analyzing the parent and teacher data. For example, the Abt analyses were directed mainly at estimating program effects in terms of children's test scores, and the SRI cross-tabular reports resulted from a study of ways to revise the parent interview and teacher questionnaire forms. Thus it should be noted that the criticisms noted above of the Abt and SRI reports are not necessarily relevant to the major purposes of the efforts from which they resulted. Nevertheless, the fact remains that the parent and teacher data have not yet been analyzed in ways that allow meaningful comparisons with the results of other efforts to evaluate Follow Through.

IV. DATA FOR THE REANALYSIS

The history of the gathering of parent interview and teaching staff questionnaire data is recounted in detail in chapter IV of the Technical History (Haney, 1977), so we only briefly discuss that history here. Two features of the parent and teacher data are striking. First is that there is so much of it. Approximately 60,000 parent interviews have been conducted in the course of Follow Through data gathering, each yielding roughly 200 items of information. So there are around 12,000,000 pieces of information from the Follow Through parent interviews alone. Likewise, there is a substantial amount of teacher data. These data have been gathered over a period of seven years, from 1969-70 to 1974-75.

The second feature of the parent and teacher data greatly limits their potential usefulness. Specifically, the forms used for parent interviews and teacher questionnaires were repeatedly changed from 1969-70 to 1972-73, so that there is relatively little opportunity to examine these data in longitudinal fashion.[1]

In the last three years of data gathering, however, the forms used in gathering parent and teacher data were not altered. In the spring of 1973, 1974 and 1975, an 87-question interview form was administered to several thousand parents of third grade FT and NFT children. Similarly a 73-question form was given to FT and comparison teachers in the spring of 1973 and the following two years. Also a 41-question form was administered to teacher aides in 1973, 1974, and 1975.

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[1] The only attempt we know of to analyze the parent data in longitudinal fashion was in the Crawford and Middleton (1976) "Comparison of Responses to Selected Items Contained in Fall 1971 and Spring 1975 Parent Interviews," discussed in the Technical History, pp. 287-289.

Scope of Reanalysis

Originally we had suggested that it might be useful to reanalyze parent, teacher and teacher-aide data from 1973, 1974, and 1975--the three years in which forms for gathering these data were not changed. However, our ideas for reanalyzing these data have been curtailed in two respects. First, we have had to limit our reanalysis effort to data collected in the spring of 1975. Acquisition of computer tapes containing FT parent and teacher data from SRI International turned out to be fairly expensive, so because of constraints on funds available from USOE to reanalyze the parent and teacher data, we decided to limit the reanalysis to the 1975 data. This restriction precludes any examination of parent and teacher data in longitudinal fashion, but does allow us to focus attention on the most recently available data.

The second restriction on the scope of our reanalysis was to limit it to parent and teacher data and to exclude data from FT teacher aides. The main reason for this restriciton was that the teacher aide data is relatively sparse. The distribution of available aide data is quite uneven across FT projects and relatively little aide data are available from NFT comparison sites. In scope, then, the analysis reported here is mainly a small-scale exploratory effort--much like small research efforts carried out previously by Huron at the request of USOE.

Hence the reanalysis reported here has focused exclusively on data derived from parent interviews and teacher questionnaires administered in the spring of 1975--the last period of major data gathering for the national FT evaluation. This set of data contains information from 68 project sites affiliated with 15 different FT sponsors. Altogether, this data set contains information from 3911 individual parents and 1068 teachers. The distribution of parent and teacher data records across sites and sponsors is shown in

Table 1.* Of the 3911 parent records, approximately half were from FT parents (1996) and half were from NFT comparison parents (1915). Likewise, the 1068 teacher records were approximately equally drawn from FT teachers (456) and from NFT comparison teachers (547). Sixty-five (65) teachers indicated that they did not know whether or not they were teaching a Follow Through class.

Representativeness of Data

The parents and teachers from whom we have data are clearly not fully representative of the 1975 Follow Through program as a whole. In the 1974-75 school year at least 80,000 children were participating in 169 Follow Through projects affiliated with twenty different sponsors (see Technical History, pp. 21, 90-92). The sample from which the parent and teacher data were drawn was not systematically selected in order to be representative of Follow Through as a whole. For an account of the sampling procedures used in the Follow Through evaluation as a whole and with respect to the parent and teacher data, see pp. 122-149, 260-63, and 272-75 of the Technical History respectively. In summary, the 1975 parent and teacher data were not drawn in such a way as to allow us to ascertain the extent to which these data might be representative of the Follow Through program as a whole. In certain respects the data are clearly not representative of Follow Through overall--for example, parent and teacher data are not available from projects affiliated with some Follow Through sponsors.

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*In this table and hereafter we refer to FT sponsor models by the name of the institution with which they are affiliated. In some cases this manner of reference gets confusing because some models have been affiliated with more than one institution over the last ten years (see Haney, 1977, pp. 90-92 for a full listing of affiliations). In this report we therefore refer to models by the name of the institution with which they were affiliated in 1975.

Table 1. Incidence of Spring 1975 Parent and Teacher Data by Project

Follow Through Evaluation Projects	No. of Parent Records	No. of Teacher Records
1 FAR WEST LABORATORY		
1 0202 Buffalo, NY	72	14
2 0204 Duluth, MN	79	29
3 0205 Fresno, CA	68	19
4 0208 St. Louis, MO	68	19
5 0209 Salt Lake City, UT	70	24
6 0213 Tacoma, WA	63	28
2 UNIVERSITY OF ARIZONA		
7 0303 Chickasha, OK	67	12
8 0305 Des Moines, IA	60	16
9 0309 Lakewood, NJ	64	31
10 0311 Newark, NJ	66	10
11 0316 Lincoln, NE	69	61
12 0318 Wichita, KS	55	20
3 BANK STREET COLLEGE		
13 0502 Brattleboro, VT	32	8
14 0504 Fall River, MA	69	13
15 0506 NYC, PS243K, NY	75	7
16 0508 Phila. II, PA	41	20
17 0511 Wilmington, DE	--	29
18 0513 New Haven, CT	35	8
4 UNIVERSITY OF OREGON		
19 0704 Grand Rapids, MI	74	19
20 0707 NYC, PS137K, NY	30	8
21 0710 W. Iron County, MI	39	5
22 0717 Flint, MI	66	8
23 0719 Providence, RI	60	25

Follow Through Evaluation Projects	No. of Parent Records	No. of Teacher Records
5 UNIVERSITY OF KANSAS		
24 0801 NYC, PS77X, NY	48	9
25 0803 Phila. VI, PA	72	20
26 0804 Portageville, MO	59	19
27 0805 Trenton, NJ	58	21
28 0806 Kansas City I, MO	34	9
29 0807 Louisville, KY	69	24
30 0808 Mounds, IL	--	5
31 0811 Waukegan, IL	60	6
6 HIGH/SCOPE FOUNDATION		
33 0902 Okaloosa County, FL	57	32
34 0903 NYC, PS92M, NY	50	6
35 0905 Chicago V, IL	51	9
36 0906 Greeley, CO	33	16
37 0910 Seattle, WA	62	15
7 UNIVERSITY OF FLORIDA (now UNIV. OF NORTH CAROLINA)		
38 1004 Phila. V, PA	41	10
39 1005 Richmond, VA	53	11
40 1006 Yakima, WA	61	10
41 1010 Houston, TX	71	24
42 1011 Lawrenceburg, IN	58	8
8 EDUCATION DEVELOPMENT CENTER		
43 1101 Burlington, VT	56	11
44 1103 Phila. IV, PA	78	9
45 1104 Lackawanna County, PA	74	15
46 1105 Morgan Comm. School, WDC	33	5
47 1106 Paterson, NJ	49	10

Follow Through Evaluation Projects	No. of Parent Records	No. of Teacher Records
9 UNIVERSITY OF PITTSBURGH		
48 1203 Lock Haven, PA	67	32
49 1204 Montevideo, MN	84	26
50 1205 Akron, OH	68	20
10 FORDHAM UNIVERSITY		
51 1301 Atlanta, GA	68	25
52 1302 NYC, PS76M, NY	56	6
11 SOUTWEST DEVEL. LAB.		
53 1401 Philadelphia I, PA	58	19
54 1402 Tulare, CA	78	16
55 1403 St. Martin Parish, LA	76	17
56 1404 San Diego, TX	55	11
57 1405 Los Angeles II, CA	80	28
12 N.E. ILLINOIS STATE COLLEGE		
58 1802 Topeka, KS	46	5
59 1803 Chicago II, IL	53	9
60 1804 Chicago III, IL	63	7
61 1805 Chicago IV, IL	43	8

Follow Through Evaluation Projects	No. of Parent Records	No. of Teacher Records
13 CLARK UNIVERSITY		
62 2102 NYC, PS133M, NY	46	2
14 CALIF. STATE DEPT. OF ED.		
63 2201 LA III, Calif.	65	28
64 2202 Ravenswood, East PA, CA	67	6
65 2204 Oakland, CA	69	26
66 2205 San Jose, CA	37	14
15 UNIVERSITY OF N. DAKOTA		
67 2301 Great Falls, MT	68	14
68 2303 Burlington-Edison, WA	69	17

Moreover, it appears that the parent and teacher data are not fully representative of the sample of Follow Through projects and children on which the Abt Associates evaluation of the effects of Follow Through on children's test scores were based. Data comparing the sample of 1975 cohort III kindergarten stream of parent data with the Abt analytic sample for cohort III-EK stream are shown in Table 2. It is clear that there are some significant differences in background characteristics of the 1975 cohort III-K parent sample and the corresponding cohort III sample employed in the Abt analysis. (A difference in proportions requires about a 3% difference for statistical significance for samples of this size.) Overall it appears that the 1975 CIII-EK FT parent sample has a higher proportion of white children, a higher proportion of female-headed households, and a higher median income than the corresponding CIII-EK analytic sample employed in the Abt evaluation. Corresponding differences were apparent in the respective NFT sample.

Some of the discrepancies shown in Table 2 in background variables for the re-analysis sample and for the Abt analytic sample can be explained in fairly straightforward manner. The parent income data reported in the Abt IV study were drawn from Fall, 1971 parent interviews (i.e., entry interviews). The re-analysis data come from Spring, 1975 interviews (i.e., exit interviews). Hence, the higher reported income for the re-analysis sample seems very likely due simply to inflation. Both the FT and NFT sample median income are about 25% higher according to 1975 reports than according to 1971 reports--corresponding fairly closely with the rate of inflation over the intervening period.

Overall, it is clear that the parent and Abt analytic samples resemble each other far more closely than either sample resembles the national population. In other words, these samples are alike in that relative to the national population they represent populations disadvantaged in terms of

Table 2. Comparison of Background Data for Parent Interview and Abt Analytic Sample for Cohort III EK-Stream

	Reanalysis Parent Interview Data (1975)*		Abt Analytic Sample (1971)**		National Population (1971)**
	FT	NFT	FT	NFT	
Sites	66		63		
Sample Size	1996	1915	3705	2734	NA
Child's Ethnicity					
% Black	60	49	65	63	11
% White	36	45	24	28	87
% Other	4	6	11	9	2
Head of Household					
% Female	45	37	39	31	9
Mother's Education					
% Highschool Graduates	52	52	51	49	51
Median Income (dollars)	6,040	7,480	4,800	5,900	9,600
	n=1925	n=1839	n=2331	n=1927	

Sources:

*Reanalysis parent interview data reported have come from items A, 12, 85, and 87 on the spring 1975 parent interview form.

**Stebbins, et al., Abt IV A, chapter 3.

income, having high proportions of single-parent families, and also having high proportions of non-white families.

For the teacher data we have even less basis on which to assess the representativeness of the data. There are simply no comprehensive data available on the number or type of teachers participating in Follow Through nationwide. We do have available some descriptive information on the teachers who filled out teacher questionnaire forms. Virtually all (99%) of both FT and NFT teachers responding were full-time teachers. A vast majority of responding teachers (93% for FT; 82% for NFT) reported teaching in only one class. A majority of sample teachers (66% for FT; 60% for NFT) reported that they taught third-grade classes (with most of the remainder teaching second grade or mixed grade classes). However, beyond such descriptive data we have little indication of the degree to which our teacher data represent broader populations of FT and NFT teachers.

Quality of the Data

Unfortunately, no studies of the quality of the Follow Through parent and teacher data were ever performed. For example, we have virtually no information available on the test-retest reliability of these data. Although a 1971 review panel suggested that a reinterview study of the reliability of the parent data should be carried out, no such study was ever performed. The only information we have that even approximates a test-retest reliability study is the Crawford and Middleton (1976) study of selected items from fall 1971 and spring 1975 data gathering. From this study comparing responses for individual parents over a four-year period, the authors concluded that "parent responses tend to be volatile" (p. 3). For example, when asked whether they agreed or disagreed with the statement, "People in our schools really care about what parents think," 77 percent of the traced sample of Follow Through parents said they agreed in 1971. When asked a similar question in 1975, 81 percent of the same sample said they agreed; for a net shift of 4 percent. However, 10 percent of parents who said they agreed in 1971 said they disagreed in 1975 and 13 percent of those who disagreed with the statement in 1971 said they agreed with it in 1975.[1]

Moreover, there is some evidence of unreliability internal to the 1975 parent interview data. Of those interviewed who were FT parents according to the roster information on the data file, only 91 percent reported that they had children who were participants in Follow Through. Conversely, 8 percent of parents who were NFT according to roster information reported that their children were participants in Follow Through. Another example concerns parents' reports of their children's grade levels. According to roster information, all of the individuals interviewed were parents of third-grade children. However, only 98.7 percent of FT parents and 96.7 percent of NFT parents reported that their children were in third grade or in ungraded classrooms. We have no independent information on the sources of these discrepancies. It may be, for example, that parents simply forgot whether or not their children were in Follow Through or what grade they were in. For the purposes of this analysis we have relied upon the roster information since according to SRI data-gathering procedures these data were verified across the years in which data on different children were gathered.

Concerning teacher questionnaire data we also have no information on test-retest reliability. However, we again have internal evidence of a degree of unreliability in the teacher data. Recall, for example, the fact that 65 out of approximately 1000 teachers questioned reported not knowing whether or not the classes they taught were Follow Through classes. Since we have no independent indication as to whether or not these teachers were FT or NFT teachers, we have simply discounted these 65 records in our analysis.

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[1] Crawford and Middleton, (1976), p. 6. The pattern evident in overall Follow Through comparisons was also evident in comparisons of responses examined on a sponsor-by-sponsor basis--that is, net changes in responses tended to be smaller than raw changes in both directions. The data were not disaggregated to the site level.

We should note too that often there is a problem of response bias in the collection of questionnaire and interview data like those analyzed here. The problem is that informants may tend to give answers of the sort they think the interviewer wants (generally positive). This issue has never been systematically investigated for FT parent and teacher data, but it is a factor to be kept in mind when considering results. It suggests, for example, that it would be unwise to try to interpret too much from the fact that a certain percentage of people answered a question in a particular way. Instead, because of the response bias problem, it may be more appropriate to compare percentages responding in a particular way across two or more subgroups.

Obviously, then, there are problems apparent in the quality of the parent and teacher data. We simply do not have information available which would allow us to assess directly the quality of these data in traditional terms of reliability and validity. Nevertheless, we do have indirect information available from previous Follow Through evaluation studies that information derived from parent interviews and teacher questionnsires does have some degree of validity, both in terms of construct validity, and in terms of criterion-related validity.

First, when the spring 1975 parent and teacher data were factor and cluster analyzed in the Abt evaluation effort, the items which were empirically found to covary together were related in ways one might expect. (See Stebbins, 1977, pp. 31-34, 29-30, for descriptions of the Abt factor analyses of parent data and cluster analyses of teacher data respectively.) Second, selected items from the parent interviews seemed to covary as expected with children's test score data. For example, for the C III-EK sample, parent reports of family income correlated with children's spring third-grade test score data in the range of .20-.30 (Stebbins, Abt IV A, p. 178).

In summary, we simply do not have available the sort of information which would allow us thoroughly to assess the quality of the parent and teacher data. Nevertheless, there are several indications of unreliability in some of the parent and teacher data. Also, however, there is available some indirect evidence that these data do possess a certain degree of validity. Perhaps the greatest problem in these data is the degree to which they are representative of Follow Through as a whole. This is an issue to which we will return as we discuss the meaning of some of our findings.

We should note that if we were asked to judge the potential worth of this reanalysis solely on evidence of the technical quality of the parent and teacher data, we would have to answer "at best, uncertain." In our view, the main justification for carrying out this reanalysis is that the parent and teacher data, whatever their technical quality, provide the sole opportunity for us to examine the success of Follow Through from two perspectives which heretofore have been almost completely ignored in the national Follow Through evaluation; namely, the views of Follow Through as a comprehensive service program and Follow Through as a social action-parent involvement program.

Before explaining how we pursued this goal, we should offer a word of explanation about the nature of the comparison NFT data against which we compare FT parent and teacher data. The exact nature of the comparison groups used in the FT evaluation has not been well documented. What is nevertheless clear is that these data are not drawn from control groups in the sense that they were receiving no treatment. Obviously, NFT comparison groups were receiving some sort of schooling, but there has been no way to tell exactly what it is that the FT models are being compared against. Not only have NFT comparison children been receiving some kind of schooling, but most have been attending schools which receive federal funds for compensatory services under Title I of the Elementary and Secondary Education Act of 1965. In addition, anecdotal reports suggest that in at least some cases, aspects of sponsors' models may have been diffused to be adopted in the NFT schools (see Haney, 1977, pp. 165-169 for a survey of evidence on these points). Thus the comparisons drawn in this study as in the national FT evaluation represent contrasts of FT with an undefined NFT comparison treatment representing some form of schooling--in many instances very likely including some form of compensatory education services.

V. OVERVIEW OF STRATEGY FOR THE REANALYSIS

As mentioned in section II, we have conducted this reanalysis of Follow Through parent and teacher data with the aim of illuminating (1) Follow Through as a comprehensive service program; (2) Follow Through as a social action program designed to involve parents in their children's schooling; and (3) previous national evaluation findings concerning Follow Through as a whole, particular Follow Through sponsors, and particular Follow Through sites or projects. Therefore our strategy has been to examine the parent and teacher data at three levels of aggregation: (1) the overall FT level; (2) the sponsor level; and (3) the project or site level.

Previous treatments of these data in terms of cluster and factor analyses have, in our view, suffered from lack of interpretability. Factor and cluster analyses of these data allowed for some economy in reporting results, but the price of this economy was that empirically derived clusters or items could not clearly be interpreted in terms of the original questions asked of parents and teachers. Therefore, our strategy has been simply to analyze selected parent and teacher items one by one. While this approach is similar to that followed in the two SRI cross-tabular findings reports (Wright, 1976; Sutherland, et al., 1976), we have included in our analyses several items not analyzed in those reports.

The 1975 parent interview data contained a total of 87 separately numbered questions. However, since many of these questions contain sub-questions, they actually contain a total of 252 separate items. Of these, we have chosen to reanalyze 157 items which seemed to us to bear most directly on the aims of our reanalysis.

The 1975 teacher questionnaire contained a total of 73 separately numbered questions. Again, however, many of these questions contained sub-questions. They comprise a total of 263 separate items. Of these we have chosen to reanalyze and report on 172 items.

A complete listing of the items we reanalyzed and the summary results of these reanalyses is given in appendices I-IV. Appendix I reports on parent items at the aggregate FT versus NFT level. Appendix II reports on teacher items at the aggregate FT versus NFT level. Appendix III reports on parent items at the sponsor level of aggregation and Appendix IV reports on teacher items at the sponsor level.

Most of the items in the parent interview and teacher questionnaire data are of a form which requires the parent or teacher to respond by choosing one of several response categories. Usually three to five different response categories are offered. An example of this general form is the following--parent question 55:

Qn: In general, how helpful has school been to (SAMPLE CHILD)?
Would you say....

extremely helpful,
very helpful,
fairly helpful, or
not helpful at all?

The general form for examining categorical data of this form is by the use of a contingency table. The contingency table below shows the relationship of response category to FT versus NFT affiliation of parent's child for this question:

	FT	NFT	
Extremely helpful	36.4% (727)	29.4% (561)	
Very helpful	51.9% (1035)	53.6% (1023)	
Fairly helpful	11.3% (225)	16.4% (312)	
Not at all helpful	.2% (3)	.6% (11)	
			100%

The statistical significance of apparent differences in such a contingency table can be tested with the Chi-square statistic. In the above case, a Chi-square test reveals that there is a very small probability (p less than .00001) that parents' affiliation with FT is not independent of the parents' reported perception of the helpfulness of the school to the child. In other words, a Chi-square test of these data suggests that the difference in FT parents' versus NFT parents' perception of the helpfulness of the school to their children is statistically significant. Such Chi-square tests of the statistical significance of differences in response patterns have been calculated for all items we considered and are reported in the appendices.

In reporting the bulk of the data in sections VI and VII we have, however, taken a somewhat simpler tack. Instead of reporting data in contingency table format, we have in many cases collapsed the data across response categories so that we can report the data in simpler dichotomous form. Thus, we can more simply compare the proportions of FT parents or teachers who respond in a particular way with the portion of NFT respondents who answer in the same way. For example, in the case of question 55 given above, we collapsed response categories into extremely helpful and other than extremely helpful (including very helpful, fairly helpful and not at all helpful). Thus we can in summary fashion report that 36.4% of FT parents said school has been extremely helpful to their child as compared to 29.3% of NFT parents.

For all cases in which we have collapsed across response categories in order to be able to report results in terms of FT versus NFT proportions, we simply test the statistical difference of proportions before reporting results. In the above example, the question asked in such a statistical test is what is the probability that such an observed difference (36.4% - 29.3% = 7.1%). might have occurred by chance if samples of this size had been randomly drawn from a single population. For large samples, the normal approximation to the binomial distribution can be used. If we assume that the proportion of respondents responding in a particular way equals .50 (this proportion yields the maximum estimate of standard error), then we can calculate the following differences as statistically significant at the respective probability levels for the parent and teacher samples*:

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*For details on how these tests of significance have been calculated see, for example, J. Freund, Modern Elementary Statistics (Englewood Cliffs, NJ: Prentice Hall, 1967), pp. 285-287.

	Difference in Proportions Necessary for Statistical Significance	
	Parent	Teacher
Probability Level	($n_{FT}=1996$, $n_{NFT}=1915$)	($n_{FT}=456$, $n_{NFT}=547$)
.0001	6.2%	12.4%
.001	5.2%	10.4%
.01	4.1%	8.1%
.05	3.1%	6.2%

The probability levels at which we can reject the hypothesis that the proportional differences between FT and NFT respondents might have occurred merely by chance are reported in the appendix tables for each data item we have analyzed in proportional terms. In the text of this report in sections VI and VII we discuss only those items for which differences were significant at least at the .05 probability levels. A similar strategy was used in testing the significance of differences reported at the sponsor level of aggregation. However, since several sorts of comparisons were drawn in the sponsor and site levels of analysis we elaborate on those comparisons in chapter VII.*

We should note in closing that these sorts of statistical tests are used here merely as heuristic devices. Parents and teachers were not randomly assigned to FT and NFT, or to particular model sponsors. Doubtless the groups we compare differ in any number of background variables other than affiliation with FT or NFT and model sponsor. Thus we use tests of statistical significance merely as a convenient device to screen out, in reporting, apparent differences that might have resulted merely by chance if the individuals compared had been randomly assigned to those groups.*

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*Most, but not all, parent and teacher data have been analyzed and reported in the form described above--that is, in terms of proportions of FT and NFT parents responding in particular ways. In cases where respondents were not asked to respond in terms of a simple categorical answer (for example, yes or no) but instead were asked to answer in terms of numbers (for example, priority ranks or the likert scale), we have analyzed these data in terms of arithmetic means and the significance of difference between means, not in terms of proportions.

We should note too that statistical significance should not be confused with substantive significance. Given the fairly large sample sizes with which we deal in some comparisons, statistical significance can be achieved with fairly small-sized differences in response patterns. For the most part we leave judgments of the substantive significance of the differences we report up to the reader. Only in section VIII will be attempt to sum up what we see as the substantive significance of the findings we report.

Finally, we should note two practices adopted in the remaining sections of this report. In discussing results, we have rounded most percentages off to whole numbers or to tenths of percentages. Because of such rounding, reported figures do not in some cases add up exactly to 100%. More precise estimates of proportions of parents and teachers responding to particular questions can be found in the appendix tables. Also, in the text of the following two sections we refer to specific parent interview and teacher questionnaire questions and item numbers in parentheses (for example, as P21 or T15). Data in the appendix tables are organized by question number so that the reader may use these notations to find more detailed information on questions of interest in the appendices.

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*Even if random assignment had been used in FT, our statistical tests would not yield accurate independent estimates of statistical significance since we are performing multiple tests of significance on the same data. However, since we are using statistical significance tests merely as convenient heuristic devices we do not view this as a severe problem.

VI. AGGREGATE FT VERSUS NFT COMPARISONS

As noted in the last section, our strategy for reanalyzing the parent and teacher data was simply to compare results for FT and NFT groups on an item by item basis. We drew these comparisons at three levels of aggregation: the aggregate FT versus NFT level; the sponsor level; and the individual project or site level. In this section we report on the results of analyses performed at the aggregate FT versus NFT levels. Data from which we have drawn findings discussed here are reported in appendices I and II for parent and teacher data respectively. In the text of this chapter, however, we have drawn findings from analyses of both parent and teacher items together so as to bear on common questions of substance. Specifically, the first subsection discusses items bearing on the provision of comprehensive services, the second subsection brings together items concerning parent involvement, and the third recounts data bearing of findings from other evaluations of FT. We discuss differences only when they appear to be statistically significant, but we should reemphasize that in a quasi-experiment like FT, tests of statistical significance serve only as a convenient heristic device--not as precise statistical estimates of the probabilities that apparent differences were greater than differences that might have occurred from random sampling error.

Comprehensive Services

As documented in section II, one of the criteria by which program rules and regulations suggested Follow Through might be judged was the extent of medical and dental care, of psychological services and of social services made available to low-income Follow Through children. Several items from the parent and teacher data sets bear on this issue. Parents were asked whether their children were receiving hot lunches, medical care or dental care either free or at a reduced price. Results for Follow Through and Non-Follow Through parents were as follows:

Does sample child get the following services free or at a reduced price? (P 22)

	Hot Lunch		Medical Care		Dental Care	
	FT	NFT	FT	NFT	FT	NFT
% yes:	84	63	65	40	71	40

In each case, substantially greater proportions of FT than NFT parents reported children's receipt of services. Responses to other parent interview items corroborate this contrast. When asked how much the school helped them to find medical, dental, and other services when the child has needed them (P 56) FT parents responded "a great deal" far more often (47%) than NFT parents (21%).

Another sort of question quite different in format from the above questions corroborates these findings. Most of the questions in the parent interview used a closed response format. Parents were asked to respond to a particular question in terms of one or more predetermined response categories. However, in several cases parents were asked to respond to questions in open-ended fashion and their response was then coded by the interviewer. One such open-ended question asked parents "What are the things you liked most about FT?" (P 37). NFT parents were asked a slightly different question, "What are the things you like about sample child's school" (P 41). FT parents were more likely (18%) to mention spontaneously the availability of medical and dental services as one of the things they liked than were NFT parents (2%). FT parents were also more likely (18%) than NFT parents (13%) to mention the food at school as one of the things they liked.

Data from the teacher survey, gathered almost entirely independently of the parent data (by mailed questionnaires rather than in face-to-face interviews)

In conclusion, there is fairly consistent evidence available from two types of parent questions and from independent teacher questionnaires that FT in the aggregate has had an impact on the extent of availability of medical and dental services. Evidence is less clear-cut regarding provision of food, psychological and counseling services, but the balance of evidence suggests that FT may also have increased the availability of these services.

Parent Involvement

As mentioned in section two, another of the officially suggested criteria by which the FT program might be judged is "the extent of parent involvement in the project, including participation in the decision-making process and participation in the classroom as paid employees or volunteers, and the effect of the project upon parental attitudes concerning the school and education in general." Also, as noted in the Technical History of Follow Through, proposed rules and regulations for FT published in 1974 gave considerable attention to parent involvement. "Among the fifteen criteria set forth for refunding of projects, six dealt with parent and PAC involvement" (Haney, 1977, pp. 258-259).

Several questions in the parent interview and in the teacher questionnaire bear on this issue. Surveyed teachers were asked, "Overall, how much parent involvement has there been in your class this year?" (T 54). Responses by FT and NFT teachers were:

	FT	NFT
A great deal	13%	7%
Some	76%	73%
None	9%	20%

Though absolute differences were not large, almost twice as many FT teachers as NFT teachers reported a great deal of parent involvement and more than twice as many NFT teachers reported no parent involvement compared also suggest that FT has been effective in delivering special services. Teachers were asked to indicate the adequacy of medical services (T 22b) and dental services (T 22c) provided to children in their classes. Overall results were:

	Medical Services		Dental Services	
	FT	NFT	FT	NFT
Very adequate	46%	19%	46%	13%
Adequate	48%	63%	46%	53%
Very inadequate	6%	18%	8%	34%

In both cases, more than 90% of FT teachers reported that medical and dental services provided to their students were either adequate or very adequate. Conversely, NFT teachers in the aggregate were 3 to 4 times more likely than FT teachers to report that such services provided to their students were inadequate.

Teachers were also asked about the adequacy of psychological, social work and counseling and guidance services (T 22d, e, f). Although differences were not so striking as for medical and dental services, NFT teachers somewhat more frequently reported that such services were very inadequate:

	% reporting "very inadequate"	
	FT	NFT
counseling and guidance	28%	38%
psychological services	30%	41%
social work services	17%	28%

In several items teachers were asked to describe how often a variety of specialists were available to the teacher (T 26). Responses indicated that social workers, physicians, and dentists were more frequently available in FT than in NFT, but the availability of psychologists, guidance counselors and nurses reported by FT teachers was not significantly different than that reported by NFT teachers.

to FT teachers. However, FT and NFT teachers were about equally likely to report that the effect of parent involvement had been helpful rather than neutral or harmful (T 55).

Teachers were also asked to indicate how important or unimportant they think it is for parents to participate in a variety of activities related to the school and education in general (T 53). For five of the fifteen activities on which they were queried, FT and NFT teachers were equally likely (or in some cases unlikely) to rate the activity as important (average based on a likert scale--5=important; 1=unimportant). These included meeting the teaching staff (4.8), participating in the school's learning activities (4.3), reinforcing at home what children are learning and doing in school (4.8), helping to clean up after lunch (2.3), and helping to supervise children on the playground (3.1). For the remaining activities (ten), FT teachers rated the parent involvement activity as more important than NFT teachers. These activities include:

	Average rating of importance (5=important/1=unimportant)	
	FT	NFT
Share thoughts and ideas about the program with the teaching staff	4.5	4.3
Participate in making decisions about the school program	4.1	3.8
Participate in making decisions about the school budget	3.7	3.4
Help in selecting teaching assistants	2.9	2.3
Participate in study groups or workshops	4.6	4.3
Attend workshops designed to interpret the school program to the parents	4.7	4.4
Plan and conduct social activities for the parents themselves	4.1	3.6
Work with non-involved parents to inform them of the school program	4.5	4.3
Work with other agencies in the community to enlist support for school	4.6	4.4
Share their special cultural or ethnic background with the children	4.5	4.4

It is interesting to note that the activities where significant differences between FT and NFT teachers appear include those items related to active parent participation in decision making, understanding, and activity promoting the school program. In general, then, FT teachers more often than NFT teachers report more overall parent involvement. Like NFT teachers, they generally think the effect is helpful and they tend to assign more importance to several sorts of active parent involvement than do NFT teachers.

Evidence is also available that this emphasis has been carried out in a number of specific parent-school activities. Teachers were asked how frequently a parent community aide was available to their class (T 26). The responses indicated considerably greater availability of parent community aides for the FT classes:

	FT	NFT
available daily or weekly	58%	35%
available but not regularly scheduled	18%	12%
never available	21%	51%

Parent interview data also suggest that Follow Through did in fact promote parental involvement in the schools. For example, when asked what they liked most about the FT program (P 37), the second most frequently mentioned response category for FT parents was "parent participation" with 22% of the FT parents spontaneously mentioning this aspect of the program. In comparison, only 14% of the NFT parents mentioned parent participation when asked what they like about their child's school (P 41).

When parents were asked whether they work in any school as volunteers or for pay (P 46), they responded as follows:

Do you work in any school--either as a volunteer or for pay? (P 46)

	FT	NFT
yes	28%	13%
no	72%	87%

Those parents who reported working in school were then asked whether or not they work in a classroom at school (P 46a). Of those parents working in a school, FT parents were much more likely (72%) then NFT parents (50%) to respond yes. The teacher data corroborate the parent data on this point. Teachers were asked, "During this school year, how many children had either parent serve as a volunteer in the classroom at least once?" (T 46). On the average, FT teachers reported 3.6 different parents serving as volunteers at least once compared to NFT teachers reporting an average of 1.9 different parents. This finding may be due to the fact that FT program regulations require that FT parents be given first consideration in the hiring of classroom aides.

The parent and teacher data also support the general conclusion that there was more direct interaction between FT parents, teachers and other school personnel than between NFT parents, teachers and other school personnel. Specifically, the parent interview data suggest that more FT than NFT parents went to watch their children's class in school.

Since the beginning of this school year, have you or sample child's father gone to watch sample child's class while class was going on? (P 47)

	FT	NFT
yes	52%	38%
no	48%	62%

The parent interview data also indicate that FT parents who did go to visit their child's class did so more frequently (almost twice as often, see P 47a, 48), and perhaps more important in terms of active parent involvement, did so more often as a result of their own decision to do so (69%) than did NFT parents (60%).

Other parent data (P 49) suggest that while FT and NFT parents are about equally likely to go to school to talk with the teacher (82%), FT parents (P 49b) average about one more visit per year (4.5) than NFT parents (3.4). The teacher data support the parent responses precisely (see T 43, 44). Only slightly more FT parents (28%) reported (P 53) that they had gone to school to talk with someone other than the teacher than did NFT parents (24%), but the average number of visits per parent who visited someone else other than the teacher was more than twice as great for FT parents (P 53a). FT parents averaged 10.6 visits per parent (of those who talked to someone other than the teacher) and NFT parents averaged 4.5 visits. These visits consisted of talks with the principal, teacher's aide, medical personnel, social worker, FT director, parent coordinator, or some other school personnel.

While home visits by the teacher do not appear to be very frequent overall (P 51), almost three times as many FT parents (12%) reported a visit to their home by the teacher as NFT parents (4%). The teacher data supports this with FT teachers reporting (T 40) that they visited the homes of an average of 4.9 children in their class while NFT teachers report visiting the homes of an average of 1.8 children. In addition, 39% of the FT teachers report (T 41) making more than one visit to each of the homes visited while 30% of the NFT teachers report more than one such visit per home. More FT than NFT parents also reported visits to their home by teacher's aides, medical personnel, social workers, and parent coordinators than did NFT parents (P 51). For those parents who received visits from these other people, FT parents reported (P 51a) receiving four times as many visits (7.9) as did NFT parents (1.9).

In sum, both parent and teacher data indicate that direct contact, both at school and at home, between parents, teachers and other school personnel not only consistently involves more FT parents than NFT parents, but is more frequent for the FT parents than for the NFT parents.

A separate, but related, dimension of parental involvement in the schools and in the decision making process about the nature and operation of the school program concerns the establishment of a Policy Advisory Committee (PAC) or other parent committee. FT program rules and regulations specifically mandated the establishment of such a Policy Advisory Committee (sometimes known as a Parent Advisory Committee) as an integral part of the Follow Through program. Teachers were asked about the existence of a PAC in their schools (T 51). They responded:

> Does your school have a Policy Advisory Committee (PAC)
> or other committee for parents?

	FT	NFT
Yes	94%	51%
No	3%	29%
Don't know	2%	18%

Parents were asked whether they had heard of PAC (P 64):

> Have you ever heard of a group called the Policy
> Advisory Committee, sometimes called P.A.C., PC, or PAC?

	FT	NFT
Yes	72%	31%
No	23%	61%
Don't know	5%	8%

These data suggest that the establishment of a PAC was almost universal among the FT schools but that knowledge of it among parents was somewhat less universal. Parents were also asked about their participation in PAC (P 65, 66, 67, 67a):

	% responding "yes"	
	FT	NFT
Have you ever gone to a PAC meeting?	43%	8%
Have you ever voted in a PAC election?	30%	5%
Have you ever been a member of PAC?	27%	4%
Have you ever been an officer of PAC?	9%	2%

Parents were asked about their perception of PAC. Fifty-two percent of the FT parents felt that PAC would help a parent with a problem (P 68). Twenty-one percent reported that the PAC would have something to say about the hiring of teachers (P 69a); 31% about the hiring of teacher aides (P 69b), and 32% about the hiring of parent coordinators (P 69c). Teachers were asked about the extent to which PAC participated in a variety of decision making and program support activities (T 52) and responded as follows:

To what extent does this parent committee participate in any of the following activities:

	% responding "some" or "a great deal"	
	FT	NFT
Making decisions about the school program in general	60%	32%
Making decisions about the school budget	40%	18%
Helping to select teachers	25%	5%
Designing meetings or workshops of interest to parents	74%	31%
Planning and conducting social activities for parents	78%	34%
Mobilizing support for the school program in the community	73%	38%

It is not possible from these data to know how effective the PACs are or to what extent they actually carried out the functions parents and teachers reported them to have. However, the data suggest a high degree of implementation of PACs. Over 90% of the schools are reported, by teachers, to have PACs. Over 70% of the FT parents are aware of the PAC's existence and over 40% have participated in PACs at least by attending a meeting. Over half of the FT parents believe that the PAC would help parents and about one third of the FT parents believe that PAC has some influence over hiring of school personnel. Over 60% of the FT teachers report that the PAC participates some or a great deal in making decisions about the school program in general. As one would expect, PACs seem more firmly and more extensively established in FT schools than in NFT schools.*

Parent attitudes toward the school and their perceptions of the school as a source of help constitute yet another indicator of the apparent effect of the Follow Through projects on parents. Parents were asked how helpful the school had been to them personally (P 57). FT parents were more likely to view the schools as "extremely helpful" or "very helpful" (60%) than were NFT parents (41%). When asked about specific ways in which the schools had helped the parents (P 56), FT parents were consistently more positive in their responses. Specifically, the proportion of parents reporting that the school had helped them a "great deal" over different areas is as follows:

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*The reason for the existence of PACs in NFT schools is that, as noted already, many NFT schools were served under Title I of ESEA. The Title I program like FT calls for the establishment of PACs in participating schools.

	% responding "a great deal"	
	FT	NFT
School has helped parent to find a job	14%	6%
School has helped parent to take courses	11%	5%
Helped parent to learn about child's teaching program	57%	43%
Helped parent to help child with his school work	48%	36%
Helped parent to understand how children learn	56%	42%
Helped give parent a chance to help plan child's school program	31%	21%
Helped parent to meet other parents like themselves	40%	26%

Specific attempts by the school to be helpful to parents were reflected in the teachers' responses to the question, "Were there any classes or meetings held for parents on the principles of child development?" (T 48). FT teachers responded yes (50%) more than twice as often as NFT teachers (24%).

FT parents also report a more positive perception of their own influence in relation to the schools. FT parents were more likely (74%) than NFT parents (66%) to agree that "the parents in their child's school have a say about how the school is run (P 70d); and more likely (73% vs. 66%) to disagree that "if parents do not agree with the people in his school, there is not much parents can do" (P 70f). FT parents are also more likely to think that "people in his/her school really know what the parents want and really care about what parents think" (P 70e).

In general, these data lead us to the conclusion that as a program for increasing parent interest and involvement in the schools, FT has had a positive impact. This has been illustrated over several aspects of parent-school interaction. To summarize, the parent and teacher data support the following observations:

1. More FT teachers reported a higher level of overall parent involvement than did NFT teachers.

2. More FT than NFT teachers felt that parent involvement in a variety of ways was important.

3. More FT classrooms than NFT classrooms are reported by teachers to have parent community aides, parent volunteers, and paid parent workers. More FT than NFT schools are reported by teachers to have classes for parents on child development. As mentioned, this finding may be a result of the requirement in FT regulations that FT parents be given first consideration in the hiring of classroom aides.

4. There is more direct contact between FT parents, teachers, and other school personnel than between NFT parents, teachers, and other school personnel. This contact includes parents' observing child's class, talking to the teacher at school or at home, and talking to other school personnel including teacher's aides, parent coordinators, and social workers.

5. PACs have been established in almost all FT schools. Parents generally reported that they had heard of PAC, and to a lesser extent reported attending and voting in PAC meetings. Both parents and teachers reported that the PACs are to some extent active in decision making and planning.

6. FT parent attitudes toward the school were quite consistently more positive than NFT parent attitudes. FT parents perceived the school as generally more helpful to themselves personally and in helping them help their children. FT parents tended to perceive the school as more responsive to parents than did NFT parents.

Other Findings

Previous major evaluations of FT--specifically the Abt Associates report to the USOE (Stebbins, et al., 1977)--based their findings almost entirely on children's test scores. One of the major findings concerning children's third-grade test performance in Follow Through as a whole was that "In most cases the FT groups scored about as one would expect similarly disadvantaged groups to score without FT. Where differences were apparent, FT groups scored lower more frequently than they scored higher" (Anderson, et al, 1978, p. 162). A second finding was that "With few exceptions, FT groups were still scoring substantially below grade level at the end of three of four years' intervention" (Anderson, et al, 1978, p. 103). These findings present a fairly dismal picture of the effectiveness of Follow Through in terms of children's cognitive and affective test scores.

As noted in foregoing pages, a much more complimentary picture emerges when we view Follow Through as a comprehensive service program or as a parent involvement program by means of parent interview and teacher questionnaire data. The contrast is striking, but of course when we view Follow Through as a program to boost children's test scores or as comprehensive service-parent involvement program, we are asking quite different questions. In order to explore these contrasting views, we next ask what the parent and teacher data tell us specifically about parents' and teachers' perception of FT children's school performance.

Several data items bear on this issue. Parents were asked about their child's progress in school (P 25) and they responded:

In general, how satisfied are you
with your child's progress in school?

	FT	NFT
Very Satisfied	61%	55%
Somewhat satisfied	33%	37%
Not satisfied	6%	8%

Parents were also asked how helpful the school has been to their child in general (P 55) and responded as follows:

In general, how helpful has school been to your child?	FT	NFT
Extremely helpful	36%	29%
Very helpful	52%	53%
Fairly helpful	11%	16%
Not helpful	0%	1%

When asked what they liked most about Follow Through (P 37), FT parents were more likely (17%) to spontaneously mention things categorized as "learned more, better prepared academically" than NFT parents (8%) when they were asked a similar question (P 41). In general then, parent responses regarding children's school performance do not seem to correspond to the finding from the evaluation of children's test score data that FT groups score lower than NFT groups more often than the reverse. It may be that parents were responding to aspects of children's development broader than those assessed in the national evaluation test battery.

Parents were also asked in another question to rate how much school had helped their child in nine specific dimensions (P 54). The following proportions of FT and NFT parents responded "a great deal" to each aspect of schools' help:

	FT	NFT
P 54g - School has taught child numbers and arithmetic	77%	72%
P 54d - School has taught child to think and understand	66%	59%
P 54f - School has taught child music, arts and crafts	45%	40%
P 54g - School has taught child about his community through field trips and other activities	56%	37%
P 54a - School has helped child feel sure of himself	50%	46%

P 54b - School has helped child to get along with others	60%	55%
P 54i - School has helped child make choices on his own	50%	38%
P 54c - School has helped child to like to do school work	64%	58%

The difference in proportions between FT and NFT parents responding to each of these eight items is statistically significant. The difference in responses to a ninth item, "School has taught the child reading," was not statistically significant--with both FT and NFT parents responding " a great deal" in about 75% of the cases. In all cases, however, FT parents indicated the school more helpful to their children. On most items differences between proportions for FT and NFT were not large. In only two cases (with items concerning knowledge of community and the child's making choices on his or her own) were the proportions of FT parents responding "a great deal" more than 10% greater than the proportion of NFT parents responding in like manner.

In another question parents were asked to rate how well their child was doing in school work (P 24). Responses by FT and NFT parents were almost identical:

	How well is child doing in his school work, is he doing...	
	FT	NFT
Excellent work	22%	22%
Good work	38%	38%
Average work	36%	36%
Poor work	3%	4%
Very poor work	0%	0%

FT and NFT parents also responded in a virtually identical pattern to questions about their child's ability compared to peers (P 23), how well the child would do in school when he was older (P 29), how far the parent thinks the child will go in school (P 30), and what the child's chances of getting a job are when he graduates from high school (P 31).

So the apparent contradiction between the national FT evaluation test results and parents' perceptions remains. When asked specifically about various aspects of their children's school performance, FT parents in the aggregate gave no indication that they perceived their children to be doing more poorly than NFT parents perceived their children. And on several aspects of school performance, FT parents rated the school as more helpful to their children than did NFT parents.

Three alternative explanations of these contrasting views of FT's impact on children's development seem plausible. The first is simply that the parent and teacher data represent a smaller sampling of the entire Follow Through program than do the test score data on which the Abt evaluation is based; and hence the apparent contrast may result simply from sample bias. The second explanation is that there were some real effects of Follow Through on children's development in areas that were not covered in the national evaluation. The third is that the evaluation of third grade test scores is an accurate reflection of the program's impact, and that the FT parents' perception of the helpfulness of school to their children is not warranted by objective facts of the matter--rather their perceptions may represent a sort of "halo" effect of their involvement. In the following paragraphs, we discuss the plausibility of these alternative interpretations.

Sample Bias. As discussed in section II, we simply do not have adequate information available to assess the degree to which the sample from which 1975 parent and teacher data were gathered is representative of Follow Through as a whole or of the sample employed in the Abt evaluation of children's third grade test score data. In terms of background data, it appears that the parent sample is not entirely representative of the Abt sample. Nevertheless, the biases between the parent sample and the Abt sample are in the same direction and roughly the same magnitude for FT and NFT subsamples. Thus, it appears that the contrasting views of FT when FT and NFT subsamples are compared with parent data and with test score data may not be fully explained in terms of sample bias.

Real Effects Other than Covered in Test Battery. The second possible explanation for the positive view of FT apparent in the parent data as contrasted with the fairly negative view apparent in the national evaluation is that parents were responding to aspects of their children's development broader than those covered in the national evaluation test battery. This explanation seems at least partially plausible. When parents were asked how helpful school had been to children in different areas, the largest contrast between FT and NFT responses appeared in the following two items:

- School has taught child about his community through field trips and other activities; and
- School has helped child make choices on own.

Such dimensions of learning were clearly not covered in the test battery used in the national Follow Through evaluation.

Rose-Colored Classes. The third explanation is that parents' perceptions of children's learning and of the school's helpfulness to children were biased by their greater involvement with the school than experienced by NFT parents. In other words, FT parents' perception of their children's learning may have been colored by their involvement in their children's schools. They may have rated the school as more helpful simply because they knew more about the school.

We have little direct evidence on this possible interpretation. However, a comparison of teacher and parent responses to items concerning children's learning suggests that this interpretation may be plausible. As noted above, when asked to rate the schools' helpfulness in 1) teaching the child to read, 2) teaching the child to think and understand, 3) teaching the child music, arts and crafts, 4) teaching the child about his community, 5) helping the child to feel sure of himself, 6) helping the child to get along with others, and 7) helping the child to make choices on his own (P 54a-i), FT parents responded "a great deal" in proportions significantly greater than NFT parents. In contrast, when asked about their satisfaction with the overall growth of their pupils (T 34), 29% of both FT and NFT teachers reported that they were very satisfied. When teachers were asked specifically about children's progress in reading, number concepts, ability to get along with others, understanding of cultural heritage, feelings of self-confidence and self-worth, and confidence in school (T 35), no statistically significant differences were found between FT and NFT teachers' responses. When they were asked what kind of work the teacher thought his or her class would do the next year compared to other classes of the same grade (T 36), the FT and NFT distributions of responses were virtually identical.

In other words, while FT parents' ratings of their children's school progress were more favorable then NFT parents' ratings along several dimensions, FT teachers assessments of their pupils' progress were no more favorable than those of NFT teachers.* This suggests that there may have been a sort of halo effect at work regarding FT parents' perceptions of their children's school progress.

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* It is, however, interesting that while the FT teachers' perceptions of their students was not any better than those of NFT teachers, they were also not any worse--which one might expect from the test score findings.

Nonetheless, all of the information we have regarding these alternative interpretations is fairly indirect. Differences in teachers' perceptions may well have averaged out across different FT sites and sponsors. Therefore, we will return to this issue in section VII, when we consider the parent and teacher data at the sponsor and site levels of aggregation.

VII. SPONSOR AND SITE-LEVEL COMPARISONS

The previous section compared parent and teacher responses at the aggregate FT versus NFT level of aggregation. Follow Through has not, however, been a monolithic program. The program has served children in more than 160 different projects affiliated with a score of different model sponsors. Thus, as well as comparing parent and teacher responses at the aggregate FT versus NFT level, we also want to compare results at the sponsor and site levels of aggregation.

The question of the appropriate level of aggregation at which to analyze Follow Through data has been the object of continuing scrutiny and debate for at least five years (Haney, 1974; Cronbach, 1976; House, et al., 1978). A whole raft of considerations--concerning purpose, evaluation design, statistical inference and practical issues--could be, and in the past has been, brought to bear on the issue of the appropriate level at which to analyze Follow Through evaluation data. We do not go into most such issues here. We have analyzed parent and teacher data at the sponsor and site levels simply to find any differences in response patterns that correspond with parents' and teachers' affiliations with a particular Follow Through sponsor model or site. In other words, we have continued to make fairly straightforward analyses in order simply to describe apparent patterns of parent and teacher responses concerning questions of interest. In this vein we continue to eschew elaborate statistical manipulations. The only statistics we employ other than simple arithmetic are tests of statistical significance. These tests are used as heuristic devices, helpful in screening out those differences in response patterns which may have resulted simply from sampling anomalies from those differences that are larger and seem more significant.

We describe the tests of significance we employ in a moment. First let us describe the questions which motivate the analyses reported here and the variety of comparisons we drew in doing these analyses.

Questions of Interest

There are three general questions of substance addressed in the analyses reported here:

1. Do parent and teacher data show patterns of responses to indicate that projects affiliated with particular model sponsors have been unusually effective in providing comprehensive services?
2. Do parent and teacher data show patterns of responses to indicate that projects affiliated with particular model sponsors have been unusually effective in promoting parent involvement?
3. Do patterns of parent and teacher responses indicate that projects affiliated with particular model sponsors have been unusually effective along other dimensions?

These major questions are of special interest because, as recounted in section II, previous evaluations of Follow Through have assessed the program almost exclusively in terms of children's test scores. By analyzing parent and teacher data in search of answers to these questions, we intend to illuminate dimensions of Follow Through other than apparent program impact on children's test scores.

In addition to these overall questions, we also pose two additional questions:

1. Is there any evidence that the projects affiliated with model sponsors which have shown up best in previous evaluations based on children's test scores have slighted any other dimensions of the program as they have striven for increased test performance? These two model sponsors are the University of Oregon and the University of Kansas.* The Abt evaluation of Follow Through

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*We should note that we mention these two sponsor models simply because they are the ones which showed up relatively well in terms of both the national FT evaluation by Abt and the JDRP review of FT. We should note that relative to FT sponsor models overall several others--for example, SEDL and Florida--also showed up well in both the Abt analyses (see Stebbins, et al., 1977; Proper, et al., 1977) and the JDRP review of FT projects.

indicated that while "The effectiveness of each FT model varied substantially from site group to site group," the "Direct Instruction Model of the University of Oregon . . . had a distinctly higher average effect on basic skills scores than did any other model . . ." (Stebbins, et al., 1977, pp. 135, 146).

In the JDRP review of Follow Through, twenty-one Follow Through projects were identified as exemplary. Seven of the exemplary projects were affiliated with the University of Kansas Behavioral Analysis model.

Thus it is of substantial interest to know whether or not projects affiliated with these two sponsor models in their drive for increased basic skills performance have slighted or had any unintended consequences on other goals of Follow Through--such as provision of comprehensive services or parent involvement.

2. How do projects designated as exemplary as a result of the JDRP review of Follow Through appear to have performed on various dimensions of the program? Since the JDRP designations of exemplary Follow Through projects were based mainly on evaluations in terms of test scores, a question of some interest is how these exemplary projects appear in terms of promoting parent involvement and providing comprehensive services.

Comparisons Drawn

A major problem in performing any analyses of Follow Through data at the sponsor level of aggregations is what comparisons to use. Suppose, for example, that averaging across individual Follow Through sites affiliated with sponsor A, we find that sponsor A has an average of X on some variable of interest. Against what standard is it appropriate to compare this average? Four sorts of comparisons seem plausible and have been advocated at one time or another in the course of the Follow Through evaluation effort. First we might compare the sponsor average against the average on the same variable for the local NFT comparison sites corresponding to the sponsors' sites. Second, we could compare the sponsor average to the overall NFT average across all comparison sites for the same variable. Third, we might compare the sponsor average with the overall FT average on the same variable.

Fourth, we might ask whether all of the sponsor's sites scored consistently high or low on the variable of interest.*

In drawing these comparisons we face the problem that Follow Through models have different numbers of sites affiliated with them. Also, the sample of Follow Through projects from which we have 1975 parent and teacher data has fairly wide-ranging numbers of projects per sponsor--from just one Clark College project to eight for the University of Kansas Behavioral Analysis model. Because of this problem of varied numbers of sites per sponsor we have in this chapter grouped the fifteen model sponsors we consider into three categories: 1) those having more than four sites included in our sample; 2) those having two to four sites; and 3) Clark College, which has just a single site.

Within each of these sponsor groupings we applied the same tests of statistical significance in order to screen out apparent differences in response patterns that may have resulted merely by chance. Again we reemphasize that these tests of statistical significance are merely heuristic devices--they are not formal tests of statistical significance in the sense of comfirmatory data analysis.

In applying tests of statistical significance, the following standards were used. Tests of statistical significance of differences in proportions were applied separately within each of the sponsor groupings. All tests of the significance between proportions were one-tailed: that is the question addressed in such tests was of the sort "Is the proportion of respondents answering in a particular way for sponsor A was significantly greater (or less) than the corresponding proportion of respondents for FT (or NFT) overall?" In estimating standard errors to test the significance of such differences we assumed for generality's sake that the population proportion is .50. This assumption yields a maximum estimate of standard error of the difference between proportions and hence gives us a somewhat conservative test.

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*A fifth sort of comparison was actually used in the national evaluation of children's test score data. In this case, sponsor-aggregated data were compared against national norms for standardized tests. However, since we have no "national norms" for data of the sort derived from parent and teacher questionnaires, such a comparison is simply not feasible for these data.

In applying tests of statistical significance within sponsor groupings we used as sample size the smallest number of respondents for any sponsor within the sponsor grouping. Specifically, in carrying out tests of statistical significance the following sample sizes were used:

	Minimum Sample Sizes within Sponsor Groupings		
Parent Data	One Site*	2-4 Sites	More than 4 Sites
Sponsor FT Group	24	68	127
Sponsor NFT Group	22	69	125
FT Total	1996	1915	1915
NFT Total	1915	1915	1915
Teacher Data			
Sponsor FT Group	NA*	13	30
Sponsor NFT Group	NA	14	32
FT Total	NA	547	547
NFT Total	NA	456	456

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*Teacher data for Clark College were not included in our description of results because we have data from only two teachers in the Clark College site.

Using these sample sizes and the above assumptions we can estimate that differences in proportions have to reach the following levels in order to be significant at the .05 level:

	Difference in Proportion Necessary for Significance		
Parent Data	One Site	2-4 Sites	More than 4 Sites
Local NFT Comparison	24.4%	14.0%	10.3%
NFT Comparison	16.9%	10.1%	7.5%
FT Comparison	16.9%	10.1%	7.5%
Teacher Data			
Local NFT Comparison	NA	31.7%	20.9%
NFT Comparison	NA	23.1%	15.5%
FT Comparison	NA	23.1%	15.5%

In drawing the first three sorts of comparisons (sponsor versus local NFT; sponsor versus NFT overall; and sponsor versus FT overall) the above differences in proportions were required in order for us to have some confidence that apparent differences might have resulted from other than mere chance of sampling. In the remainder of this chapter we take into account only those differences in response patterns meeting these levels of differences in proportions.

In the fourth sort of comparison--the site consistency comparison--the following approach was used. As mentioned above, the question of interest in this comparison was whether or not parents or teachers affiliated with a particular sponsor consistently answered particular questions in the same way. In implementing this comparison we did not apply a criterion of statistical significance. There were so few sites affiliated with individual sponsors that tests of significance applied at the site level would almost never, if at all, have yielded a finding of statistical significance. Hence, as a criterion for this comparison we asked simply whether or not responses for parents or teachers for all sites affiliated with a particular sponsor were all above (or below) the level of NFT responses.

Example of Alternative Comparisons

The four different sorts of comparisons we carried out all are intended to explore the extent to which Follow Through, as indicated by FT parents' and teachers' reports, appears to have had an impact. Nevertheless, as previously mentioned, the four sorts of comparisons address somewhat different questions. Also, the different comparisons can give us somewhat different results. This subsection is intended to show how different comparisons can yield different results and to explain how we have gone about summarizing the results of comparisons drawn.

Table 3 shows the responses of parents to the question of whether they agree or disagree with the statement, "The parents in your child's school have a say about how the school is run," reported at the site, sponsor and overall FT levels of aggregation. Consider the results for parents with children in projects affiliated with the Far West Laboratory. FT parents for this sponsor said they agreed with this statement more often than local NFT comparison parents (80.9% for sponsor FT parents versus 71.6% for local comparison NFT parents). Nevertheless, the difference in proportions (80.9% - 71.6% = 9.3%) was not large enough to reach our criterion of significance for a comparison of this sort (10.3%). Thus for the sake of our analysis we treat this

Table 3. Example of Sponsor and Site-Level Results

Parent Interivew Question 70d: The parents' in [sample child's] school have a say about how the school is run. Do you agree or disagree?

Sponsor	Sponsor-level Results		Site-level FT Results							
More than 4 sites	NFT	FT	1	2	3	4	5	6	7	8
Far West	71.6%	80.9%	83.3	87.2	67.6	78.8	85.7	81.3		
Univ. of Arizona	66.7	73.6	64.7	64.5	73.5	82.4	86.1	68.8		
Bank Street	57.6	81.9	86.7	67.6	91.9	72.7	94.7			
Univ. of Oregon	75.4	78.6	86.1	80.0	84.2	81.8	60.7			
Univ. of Kansas	75.6	74.3	91.7	74.4	70.0	71.4	98.7	57.6	64.3	80.8
High/Scope	67.5	76.9	57.1	84.6	96.2	61.1	81.3			
Univ. of Florida	64.7	68.2	73.9	77.8	73.5	62.9	55.2			
Education Dev. Center	62.2	68.7	85.7	51.3	70.3	76.5	69.2			
Southwest Lab.	60.8	68.1	36.8	85.0	50.0	74.1	78.6			
2-4 Sites										
NE Illinois	57.6	69.0	58.1	71.4	68.8	81.8				
Calif. State Dept.	73.9	85.4	90.6	85.3	80.0	86.4				
Univ. of Pittsburgh	48.1	67.3	65.7	66.7	69.4					
Fordham	69.2	76.3	75.8	76.9						
Univ. of ND	65.2	69.1	61.8	76.5						
One site										
Clark	77.3	75	75.0							
OVERALL	66.4	74.3								

apparent difference as nonsignificant. In the second comparison, the difference between Far West parent responses (80.9% agree) and the overall NFT parent responses (66.4% agree) is greater than our criterion for this comparison (7.5%), so in reporting results we consider this difference significant. For the third comparison the difference between Far West parents' response proportion and the overall proportion for all FT parents is less than our criterion (80.9% - 74.3% = 6.6% is less than 7.5%), so we consider the difference nonsignificant. In our fourth comparison site consistency, we find that for all six Far West sites, the proportion of parents agreeing with the question was greater than the corresponding proportion for NFT overall. Hence we consider the results for the site consistency comparison significant.

Similar comparisons were made for each FT sponsor for each question of interest. Results are summarized by type of comparison for each FT sponsor model in tables in appendices III and IV. An example of how we summarized results of these comparisons is shown in Table 4 for the example question discussed above. An asterisk indicates that the comparison indicated yielded a difference which met the appropriate criterion of statistical significance. Table 4 shows, as discussed above, that for parents of children in projects affiliated with the Far West model, two out of four comparisons concerning Parent question 70d yielded differences that met our criteria of statistical significance.

Table 4 also shows results of comparisons on this question for the other fourteen sponsors for which data are included in our sample. For example, for the University of Arizona parents on this question none of the comparisons yielded differences that met our criterion of statistical significance. For Bank Street parents, however, each of the four comparisons yielded differences reaching the criteria of significance.

Table 4: Example of Summary Results at Sponsor Level for Parent Question 70d-- Do you agree or disagree that the parents in your child's school have a say about how the school is run?

RESPONSE CATEGORY: Agree

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*		*	80.9
University of Arizona					73.6
Bank Street College of Education	* (24)	*	*	*	81.9
University of Oregon		*			78.6
University of Kansas		*			74.3
High/Scope Foundation		*			76.9
University of Florida (University of North Carolina)					68.2
Education Development Center					68.7
Southwest Educational Development Laboratory					68.1
Two to Four Sites					
Northeastern Illinois University					69.0
California State Department of Education		*	*	*	85.4
University of Pittsburgh	* (19)				67.3
Fordham University				*	76.3
University of North Dakota					69.1
One Site					
Clark College				*	75.0
		66.4	74.3	66.4	

We should note that the tables in appendices III and IV contain sufficient information for the reader to confirm the first three sorts of comparisons for him or herself. Alternatively, the interested reader may wish to compare data at the sponsor level using criteria different than we have employed. We do not, however, present a complete report of the parent and teacher data at the site level of aggregation simply because of the space such reporting would require. Nevertheless, fairly detailed information on all four sorts of comparisons drawn at the sponsor level are reported in appendices III (parent data) and IV (teacher data).

In the remainder of this section we have drawn together information from both parent and teacher data to bear on questions of substantive interest--specifically, questions concerning comprehensive services, parent involvement and other issues.

Comprehensive Services

In this subsection we report on ten separate data items bearing on the issue of provision of comprehensive services, six from the parent interview and four from the teacher questionnaire. These items are as follows:

Parent Interview

P22 Does [sample child] receive the following services

a. Hot lunch
b. Medical care
c. Dental care

P37 What are the things you like most about FT?

(In P41, for comparison's sake, NFT parents were asked, "What are the things you like most about [sample child's] school?")

Responses coded as:

(40) Food at school
(41) Medical, dental services

P56 How helpful has school been to you personally?

i. Helped me to find medical, dental and other services when my child needed them?

Teacher Questionnaire

T22 Describe the overall adequacy of materials, facilities, personnel, and support services available to the children in your class.

b. Medical services
c. Dental services
e. Psychological services
f. Social work services

For each of these ten items there is an appendix table of the form shown in Table 4. Rather than showing these detailed results here, we have instead summarized results across all ten items bearing on the issue of comprehensive services. The results of this summary are shown in Table 5. Specifically, we have summarized these data as follows. When three out of four comparisons for a particular item (as reported in tables in appendices III and IV) yielded significant results, we have summarized these positive findings with a plus sign in Table 5. We continue to divide the sponsors into three groupings since somewhat different criteria of statistical significance were applied within the groupings.

In the following pages we discuss these results. On several occasions we also refer back to the original data in terms of response proportions since summaries like Table 5 obscure the substantive meaning of the original data.

Among the sponsors with more than four sites, parents and teachers affiliated with the University of Florida more frequently than others reported provision of services. In particular, parent and teacher responses both indicate a high level of provision of dental services. When

Table 5. Summary of Comparisons for Ten Items Concerning Comprehensive Services

	PARENT ITEMS						TEACHER ITEMS			
	Does child receive services?			Parent Likes		School helps parents find servs..	Adequacy of Services			
RESPONSE CATEGORY:	Medical	Dental	Hot Lunch	Food	Med./ Dent. Servs.		Medical	Dental	Psych.	Soc Wor
More than Four Sites										
Far West. Lab.										
Univ. of Arizona						+		+		
Bank Street College	+					+				
University of Oregon		+				+		+		
University of Kansas	+	+				+				
High/Scope Foundation		+					+	+		
University of Florida (Univ. of N. Carolina)		+				+		+	+	+
Educ. Devel. Center										
SEDL		+	+		+					
Two to Four Sites										
Northeast. Ill. Univ.	+	+	+			+				
Cal. State Dept./Ed.			+							
Univ. of Pittsburgh					+		+		+	
Fordham University	+	+	+			+	+	+	+	+
Univ. of North Dakota		+			+	+	+	+		+
One Site										
Clark College	+	+	+			+	NA	NA	NA	NA
Item Number	P22b	P22c	P22a	P37/ 41 (40)	P37/41 (41)	P56i	T22b	T22c	T22e	T22f

asked what they liked about FT (P 37), 31 percent of Florida parents spontaneously gave responses categorized as provision of medical/dental services, as compared with only 2 percent of Florida's NFT comparison parents, and 18 percent of FT parents overall.

High/Scope and SEDL also show up in the summary tabulation as having high levels of delivery of services to FT children. For SEDL, a fairly large percentage (31%) of the parents spontaneously mentioned provision of medical and dental services as one of the things they liked most about FT (P 37). Oddly, however, teachers affiliated with SEDL were not particularly likely to mention the service delivery as very adequate (T 22). Their responses regarding adequacy of medical and dental services were about average for FT. High/Scope looks strong from both parent and teacher points of view on medical and dental services (P 22c, T 22). Projects affiliated with the University of Oregon and University of Kansas also seem to have insured good medical and dental services for their FT programs according to parents (P 22b, c). The only area in which University of Oregon projects were reported to have low levels of service delivery was with regard to psychological services. Sixty-one percent of teachers affiliated with the Oregon approach reported psychological services as very inadequate (T 22c) as compared with 38 percent of Oregon local NFT comparison teachers and 42 percent of NFT teachers overall. Parent and teacher responses also indicated that projects affiliated with Bank Street and the University of Arizona have fairly high levels of service delivery on some dimensions, but results are not as consistent as for sponsors mentioned above. Parent and teacher data do not, however, indicate high levels of service delivery for projects affiliated with Far West and with EDC.

Parents and teachers affiliated with sponsors having smaller numbers of sites (i.e., fewer than five) indicated fairly high levels of service delivery. Of particular note, parents and teachers affiliated with Fordham reported especially high levels of service delivery. Almost all Fordham parents reported receiving medical services (80%), dental services (91%), and hot lunches (96%). Parents in Fordham's NFT comparison groups also reported high levels of services, however, so it is possible that other programs besides Follow Through may have been providing services in the Atlanta and New York City sites. Nevertheless, while Fordham NFT parents report high levels of receipt of services, a large majority of Fordham FT parents report that the school helped them to find services (70% a great deal) as compared with 47 percent for FT parents overall (P 56a). Also, 67 percent of Fordham teachers reported dental services as very adequate as compared with only 22 percent of Fordham comparison teachers (T 22a).

For two projects affiliated with the University of North Dakota, parents and teachers also indicated a fairly high level of receipt of services. This case presents an interesting situation, however, for it shows up the limitations in the way we summarize parent and teacher data. Only around 50 percent of North Dakota parents report receipt of hot lunches, medical services, and dental services, either free or at a reduced price (P 22a, b, c). These proportions are considerably lower than for FT parents overall (84%, 65%, and 75% respectively for these three types of services overall). Nevertheless, the response proportions for University of North Dakota parents reporting receipt of services is far above the corresponding proportions of UND NFT comparison parents (10-15% for the three types of services; see P 22a, b, c). One possible explanation for these fairly low levels of reported receipt of services in both UND and local comparison sites comes from demographic data. In these sites 20-30 percent of parents, both UND and local comparison, reported fairly high levels of family income, that is, above $15,000. In other words, it may be that substantial numbers of parents did not report receipt of services free or at reduced prices simply because they were not eligible to receive them. Nevertheless, when asked what they liked about FT, a full quarter of UND parents gave responses categorized as receipt of medical/dental services, as compared with only 18 percent of FT parents overall responding in the same way (P 37).

Parents affiliated with Northeastern Illinois University (from four sites, three of which are located in Chicago) indicated high levels of delivery of medical, dental and food services. While the FT teachers affiliated with NEI did not rate these services as very adequate any more frequently than did FT or NFT teachers in most other sponsor sites, they are one of the few groups of teachers who consistently had 0 percent of the teachers rating the services as very inadequate across both type of service (medical, dental, and social work) and across sites. (This point does not show up on Tables T 22b, e, f.)

Projects affiliated with the University of Pittsburgh received high marks for medical services and psychological services from teachers. Also, parents in Pittsburgh sites fairly often (17%) mentioned the medical/dental services as one of the aspects of FT which they liked most--although this figure is fairly typical for FT parents overall.

California State Department FT parents reported in very high proportion (99%) that their child received a hot lunch at a reduced price or for free.

The California State Department local comparison groups also had a high percentage of parents reporting child's receipt of free or discounted hot lunch (87%), so other programs may have been at work here also.

Parents from the one Clark College site in New York City reported exceptionally high levels of receipt of hot lunches, medical services, and dental services (all over 95%).*

Parent Involvement

Altogether there are more than 30 items from parent interviews and teacher questionnaires which bear on the issue of parent involvement. In reporting on these items we have grouped items together so that they bear on four different aspects of parent involvement. These areas concern 1) perceived importance of parent involvement, 2) helpfulness of school to parents and parents to school, 3) degree of parent involvement, and 4) Policy Advisory Committee (PAC). Specifically, in the first area we include opinions expressed by teachers about the importance of parent involvement and the effect of parent involvement on the child and on the community support for the program (T 53c, i, k, m, 55 b, c) and opinions expressed by parents about their influence over how the school is run (P 70 d, f). In the second area we group items concerning opinions of parents about how helpful the school has been to them on a variety of dimensions (including helping them understand more about how their children learn and helping the parent to find a job), and parent and teacher estimates of parent helpfulness to the school through direct involvement as classroom volunteers or as parent community aides (P 57, P 56a-h, P 46, T 46, T 26r, T48). The third area includes estimates of the amount of direct parent and teacher/school contact through visits to the school by the parent or visits to the home by the teacher or other school personnel (P 47, P 49, P 52, P 51.1, P 51.2, T 40). The fourth area includes questions about PAC and its activities (P 64, P 65, P 68, T 52 a, d, e, f).

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*As mentioned previously, we did not analyze teacher data from the Clark New York site since it was such a small sample--with only two respondents.

As with other sponsor-level analyses of items from parent and teacher questionnaires, we carried out four sorts of comparisons for each of these items. The results of these comparisons are reported in detail in tables in appendices III and IV. Again, however, in order to show broader patterns of results we have summarized these data for reporting here in the text of this report. We have summarized results in a manner analagous to that described for Table 5--specifically, if three out of four comparisons for a specific item met our criteria for statistical significance we have shown a plus sign for that item in the appropriate summary table. Tables 6, 7, 8, and 9 summarize results for items grouped into the areas described in the last paragraph--specifically, importance of parent involvement, helpfulness, degree of involvement, and Policy Advisory Committee.

First let us comment on the overall patterns shown in Tables 6-9. The first point that strikes one when perusing these four tables is that the density of plus signs for items concerning PAC is much greater than for

Table 6. Summary of Comparisons for Items Concerning Perceived Importance of Parent Involvement

	PARENT ITEMS		TEACHER ITEMS					
			Importance of Parent Involvement in:				Effect of Parents on:	
More Than Four Sites	Parents Have Say In How School Is Run	Disagree--Not Much Parents Can Do	Share Ideas With Teachers	Decisions About School	Workshops	Social Activities	Children's Development	Community Support
Far West. Lab.		+						
Univ. of Arizona			+			+		
Bank Street College	+							
University of Oregon		+						
University of Kansas					+			
High/Scope Foundation			+					
University of Florida (Univ. of No. Car.)				+		+		+
Educ. Devel. Center								
SEDL								
Two to Four Sites								
Northeast. Ill. Univ.							+	
Ca. State Dept./Ed.	+				+	+		
Univ. of Pittsburgh								
Fordham University								+
Univ. of North Dakota						+		
One Site								
Clark College			NA	NA	NA	NA	NA	NA
Item Number	P 70d	P 70f	T 53c	T 53g	T 53k	T 53m	T 55b	T 55c

Table 7. Summary of Comparisons for Items Concerning Helpfulness of School to Parents and Parents to School

	PARENT ITEMS										TEACHER ITEMS		
				School helpful to parent in terms of:									
More Than Four Sites	Likes Parent Participation	Work As Volunteer or Paid Worker	School Generally Helpful To Parent	Learn About Teaching	Get to Know Teacher	Parent Help Child W/School Work	Understand How Children Learn	Find Job	Take Courses	Meet Other Parents	Availability/ Parent-Comm. Aide	Parents Serve As Volunteer	Parent Classes On Child Devel.
Far West		+		+	+			+		+			+
U/Ariz.	+												
Bank St.			+	+	+	+	+			+			
U/Oreg.				+		+	+			+	+		+
U/Kans.						+		+					
Hi/Scope				+			+						+
U/Flor. (U/NC)	+	+	+	+		+				+		+	
EDC													
SEDL		+		+						+		+	+
Two to Four Sites													
NE Ill/U.		+	+	+		+	+		+	+		+	+
CA St.Dept.	+	+				+	+					+	+
U/Pittsb.													
Fordham										+	+	+	
U/N.Dakota		+									+		
One Site													
Clark Col.	+			+							NA	NA	NA
Item No.	P 37/41	P 46	P 57	P 56a	P 56c	P 56d	P 56e	P56f	P 56g	P56h	T 26r	T 46	T 48

Table 8. Summary of Comparisons for Items Concerning Degree of Parent Involvement

	PARENT ITEMS				TEACHER ITEM
More Than Four Sites	Gone to Watch Class	Gone to Talk With Teacher	Teacher Teacher Home Visit	Aide Home Visit	Teacher Visits Home
Far West. Lab.	+				
Univ. of Arizona			+		+
Bank Street College	+				
University of Oregon					
University of Kansas					
High/Scope Foundation					
University of Florida (Univ. ov No. Car.)	+			+	
Educ. Devel. Center					+
SEDL					
Two to Four Sites					
Northeast. Ill. Univ.	+	+			
Ca. State Dept./Ed.	+		+		+
Univ. of Pittsburgh					
Fordham University					
Univ. of No. Dakota					
One Site					
Clark College	+			+	NA
Item Number	P 47	P 49	P 51(1)	P 52(2)	T 40

Table 9. Summary of Comparisons for Items Concerning Policy Advisory Council (PAC)

	PARENT ITEMS			TEACHER ITEMS			
				PAC participates in:			
More Than Four Sites	Heard of PAC	Gone To PAC Meeting	PAC Helps Parent		Designing Workshops	Social Activities	Mobilize Support
Far West. Laboratory	+		+	+	+	+	
University of Arizona	+	+	+		+	+	+
Bank Street College	+	+	+*	+	+	+	+
University of Oregon	+*	+	+*				
University of Kansas	+	+	+		+	+	+
High/Scope Foundation	+	+	+	+	+	+	+
University of Florida (Univ. of No. Carolina)	+*	+*	+*		+	+	+
Educational Dev. Center	+	+	+		+		
SEDL	+	+	+				
Two to Four Sites							
Northeast Ill. Univ.	+	+	+	+	+	+	+
Ca. State Dept./Educ.	+	+	+	+	+	+	
Univ. of Pittsburgh	+	+	+				+
Fordham University	+	+	+		+		
Univ. of North Dakota	+	+	+	+	+	+	+
One Site							
Clark College	+	+	+	NA	NA	NA	NA
Item Number	P 64	P 65	P 68	T 52a	T 52d	T 52e	T 52f

*Asterisks designate parent items concerning PAC in which four out of four comparisons met criteria for significance.

other items concerning parent involvement. This derives from the fact that FT parents and teachers in general knew more about, more often had participated in, and rated the importance of the PAC far more highly than NFT respondents. Hence comparisons of items concerning PAC very frequently passed three out of four of our significance criteria.

Among sponsors with more than four sites included in our sample, the University of Florida shows up particularly well in terms of parent and teacher reports of parent involvement. In each of the four areas of parent involvement--perceived importance, helpfulness, degree of involvement, and PAC--responses indicated high levels of implementation of this aspect of the FT program in sites affiliated with the University of Florida model. This is, of course, precisely what we would expect since the Florida approach is called the Parent Education Model and gives primary emphasis to parent involvement. The Florida approach calls for "parent educators" to spend half of their time in home visits and half in auxiliary instructional roles in the classroom (Burns, 1978). These emphases are reflected in the parent and teacher data. University of Florida teachers were most likely of any FT teachers to rate parent involvement as important and 65 percent of Florida FT parents reported that they had gone to watch their child's class while the class was going on versus 37 percent for Florida NFT comparison parents and 52 percent for FT parents overall (P 47). Also, 47 percent of Florida parents spontaneously mentioned that one of the things they like most about FT was parent participation (versus 22 percent for FT parents overall, P 37). And in one of the most striking contrasts in these data, 71 percent of Florida parents reported that a teacher's aide had gone to talk with the parent in her home (the proportion reporting the same for FT overall was 14 percent and for NFT just 1 percent). On items concerning PAC, projects affiliated with Florida also showed up as successful. Over 90 percent of Florida parents reported having heard of PAC and 62 percent said they had gone to a PAC meeting (as compared with 43 percent for FT overall, P 64, P 65).

The Bank Street model also shows up well in terms of parent involvement as reported by parents and teachers. The Bank Street model includes emphases on the personal growth of parents and participation in the classroom by parents. These emphases are reflected in the parent and teacher data. As indicated in Table 7, Bank Street schools were reported by parents to be helpful along several dimensions and 61 percent of Bank Street parents reported having been to watch their child's class (P 47). Bank Street respondents, both parents and teachers, also indicated a high implementation of PACs in their schools.

Responses from two other larger sponsors also indicated high parent involvement, but not quite as consistently as across the four areas into which we have grouped items concerning parent involvement. For example, more frequently than parents affiliated with any other sponsor, 68 percent of Far West parents reported that the school had been helpful in helping them to get to know school personnel (compared with 59 percent for FT overall; P 56b).

Also, more frequently than other groups of parents, those affiliated with Oregon reported (68 percent) that the school had helped them to understand how children learn (compared with 56% of all FT parents; P 56d).

Three other sponsors show up moderately well in terms of parent involvement on at least some aspects of parent involvement--the University of Arizona, High/Scope, and University of Kansas. University of Arizona parents were consistently likely to spontaneously mention parent particpation as one of the things they liked most about their child's program (23 percent, P 37). Yet, there is only one dimension on which parents reported a high degree of activity (higher than other FT sponsor parents). Apparently, U. of Arizona FT teachers were more likely (34 percent) to visit children's homes than FT teachers overall (12 percent; P 51(1)). Teachers supported this by reporting that on the average they had visited about eight children's homes per classroom (as compared to 4.9 reported home visits by FT teachers overall; T 40). High/Scope and University of Kansas appeared fairly strong on items concerning PACs.

For sponsors with four or fewer sites, that is, smaller sponsors, Northeastern Illinois and California State Department showed exceptionally strong parent involvement as reported by the parents and teachers. Of these two, California State Department stresses parent involvement in the description of its model (Burns, 1978). In fact, the California model is largely an augmentation of existing programs through the use of parent/teacher/administrator teams. This emphasis is evident in some of the parent and teacher responses. California State Department FT parents are more likely (85 percent) to feel that the parents have a say about how the school is run (as compared with 74 percent for FT parents overall; P 70d). California parents frequently (28 percent) spontaneously mentioned that parent participation was one of the things they liked most about FT child's program (versus 22 percent for FT overall; P 37) and 32 percent reported that they had worked in the school either as a volunteer or paid (P 46). Seventy percent of the parents have gone to school to watch their child's class (P 47), 80 percent have gone to talk to the teacher (P 49), 36 percent have had the teacher come to the home to visit (compared to 12 percent overall FT; P 51). This is corroborated by the teachers' report that on the average they have visited the homes of ten children in the class (T 40). California State Department PACs are consistently ranked high by teachers on participation in decision making, designing workshops, and planning social activities.

Northeastern Illinois does not specifically mention parent participation as a feature of its model (see Burns, 1978, for sponsors' descriptions of their models). Nevertheless, the patterns of parent and teacher responses show Northeastern Illinois University to be the strongest of the smaller sponsors in the area of parent involvement. Northeastern FT teachers gave the highest rating to the effect of parent involvement on the academic and social development of the children. Otherwise, ratings of the importance of parent participation by teachers was about average for FT sponsors. Most striking is the extent to which Northeastern parents perceive the school as being helpful to the child. About 29 percent perceive the school as being extremely helpful to the parent in general (versus 18 percent overall FT; P 57). Close to two thirds of the parents felt that the school had helped them to learn about their child's program, how to help the child with school work, how children learn, and so on (P 56). Forty percent of the Northeastern Illinois parents reported that they have worked in the school as a volunteer or for pay (P 46) and 70 percent of the teachers reported that a parent community aide was available to the class on a daily or weekly basis (T 26). Seventy percent of the Illinois parents went to school to watch their child's class (P 47), and 93 percent went to talk to the teacher (P 49). PACs were rated about at the FT average by the Illinois parents, but Northeastern Illinois FT teachers rated PACs as active in decision making, designing workshops, planning social activities, and mobilizing support for the program more frequently than by FT teachers in general (T 52 a, d, e , f).

Other smaller sponsors showed high parent participation in more selected aspects. University of North Dakota FT parents reported high use of volunteer workers in the classroom (38 percent of the parents reported they had worked in the classroom; P 46) and high use of parent community aides (69 percent of the teachers reported daily or weekly availability; T 26). Fordham respondents also indicated high use of parent community aides with 72 percent of the teachers reporting daily or weekly availability (T 26). University of North Dakota also showed particularly strong PACs as rated by the teachers (T 52). Seventy percent of the teachers said that PAC participates in making decisions about the school program and 100 percent reported that the PAC participated in designing workshops and planning social activities. University of North Dakota's pattern of results is consistent with their model description--the use of parent volunteers is specifically mentioned as a feature of the model (Burns, 1978). Fordham and University of Pittsburgh also mention parents in their model descriptions. While this emphasis shows up in some degree in responses by Fordham parents and teachers, University of Pittsburgh respondents indicate almost no variation from the FT average amount of parent participation.

Clark College's Home School Partnership model requires special mention. It is almost impossible for this sponsor to show up well by means of our criteria. This is due to this sponsor's having only one site and therefore a very small number of respondents in our sample. As noted previously, the teacher data from two teachers are not reported in our reanalysis. The Clark model stresses parent involvement as is apparent from its name and from the model description (Burns, 1978). The model stresses parent aides and an adult educational component. Clark parents do not, however, report that the school has helped them to take courses even as often as the NFT overall proportion (P 56f). There is some indication that the Clark parents consider the school to be helpful and 42 percent of them mentioned parent participation as one of the things they liked most about FT (P 37). Seventy-five percent of the Clark parents reported going to school to watch their child's class (compared to 52 percent FT overall; P 47) and 75 percent of the parents received a visit from a teacher's aide (compared to 14 percent FT overall; P 51).

In sum, what can be said about parent involvement in FT on the basis of our comparisons of parent and teacher data at the sponsor and site levels of aggregation? First, the degree of parent involvement in FT appears fairly high across all sponsors. This is particularly evidenced in parent and teacher responses concerning PACs. Among FT sponsors, the Florida Parent Education model appears to have the strongest parent involvement program, at least as reported by FT parents and teachers. More than 70 percent of parents with children in projects affiliated with the Florida model, for example, reported that they had been visited in the home by a teacher's aide, while only 19 percent of all FT parents reported such visits. For projects affiliated with two smaller sponsors--Northeastern Illinois and the California State Department of Education--parents and teachers reported high levels of parent involvement. Three other sponsors show up relatively well in terms of parent and teacher reports of parent involvement--the Bank Street College, Far West, and the University of Oregon--although not so consistently across different areas of parent involvement. Projects affiliated with other sponsors, according to reports by parents and teachers, were apparently successful on certain aspects of parent involvement.

Other Findings

In section VI we noted that there is a curious contradiction apparent between results of our reanalysis of parent and teacher data on one hand and findings of the Abt analysis of FT children's test score data on the other. Specifically, the Abt analyses of test score data suggested that FT children are performing academically about as well as or somewhat worse than NFT comparison children overall. According to parent reports, however, FT children appear to be doing equally well or more often better than comparison NFT pupils. We suggested three sorts of explanations for this apparent contradiction: 1) sample bias, 2) parents perception of real program impact on aspects of children's development not reflected in the national evaluation, or 3) a halo effect of parents' involvement in the program without any real impact on childrens' progress. In this section we can bring no new evidence to bear on the sample bias hypothesis. However, we can bring additional information to bear on the plausibility of the second and third hypotheses.

Our strategy is as follows. If parents are perceiving real, but previously unmeasured effects of the program, we can expect to find parent perceptions of children's progress that correspond with the goals of the sponsor models with which their children's projects are affiliated. If, on the other hand, parent ratings represent merely spillover enthusiam resulting from their involvement, we would expect to find no such relationships. Indeed, if the latter hypothesis is correct we would expect to find high parent ratings of children's progress across a variety of dimensions whenever we find high parent involvement.

Seventeen items among the parent and teacher data concern children's progress along different dimensions. As with other items analyzed at the sponsor level of aggregation we have carried out four sorts of comparisons with these items, and results of these comparisons are summarized in the same manner as sponsor level comparisons--specifically when three out of four comparisons for an item met our criteria of statistical significance, we have indicated this fact with a plus sign in our summary tables (detailed results of all four comparisons for each item are reported in tables in appendices III and IV). We have grouped summary results on parent and teacher ratings of children's progress in two tables, 10 and 11, dealing respectively with ratings of children's academic progress and children's social and emotional progress.

Let us return now to the rose-colored classes hypothesis, namely that those sponsors showing the highest degree of parent involvement would also be the ones whose parents reported the greatest satisfaction with their children's progress in school. The sponsors showing the greatest degree of parent involvement were, University of Florida, Northeastern Illinois and California State Department, and to a lesser extent Bank Street, Far West, and University of Oregon. In terms of summary tables 10 and 11 , the sponsors whose parent and teacher respondents indicated greatest satisfaction with children's progress across questions are University of Oregon, Northeastern Illinois, High Scope and SEDL. In part, then, the rose-colored classes hypothesis seems at least somewhat plausible. Yet these data suggest too that this hypothesis is not

Table 10. Summary of Comparisons for Items Concerning Children's Academic Progress

	PARENT ITEMS					TEACHER ITEMS		
	School taught:			Like About School:		Satisfied with Growth In:		
More Than Four Sites	Numbers & Arith.	Child To Think	Music & Art	Reading & Writ.	Amount Learned	Reading	Math	Cultural Heritage
Far West								
U/Ariz.								
Bank St.								
U/Oregon	+	+		+	+			
U/Kansas				+	+			
High/Scope								
U/Florida (U/No. Car.)								
EDC								
SEDL								
Two to Four Sites								
NE Ill. U.			+		+			
CA St. Dept.								
U/Pittsb.								
Fordham U.								
U/N. Dakota			+					
One Site								
Clark Col.		+				NA	NA	NA
Item No.	P 54g	P 54d	P 54f	P37/41	P 37/41	T 35a	T 35b	T 35d

Table 11. Summary of Comparisons for Items Concerning Children's Social and Emotional Progress

	PARENT ITEMS							TEACHER ITEMS	
	School Helped Child:							Satisfied with Growth in:	
More Than Four Sites	Feel Sure	Get Along	Know Comm. Field Trips	Make Choices	Behave With Family	Get Along w/ Peers	Cheerful	Self-confidence	Ability to Get Along
Far West Lab.			+	+					
Univ./Arizona			+						
Bank St. Col.		+	+						
Univ./Oregon				+					
Univ./Kansas									
High/Scope			+	+				+	
U/Florida (U/No. Car.)		+	+						
EDC			+						
SEDL	+						+		
Two to Four Sites									
NE Ill. U.			+		+	+			
CA St. Dept.			+						
U/Pittsburgh									
Fordham U.									
U/N. Dakota									
One Site									
Clark Col.			+					NA	NA
Item No.	P 54a	P 54b	P 54h	P 54i	P 59	P 61	P 62	T 35 e	T 35 c

complete, since there is by no means a complete correspondence between those sponsors whose affiliated parents and teachers rated parent involvement relatively high and those whose parents and teachers rated children's progress unusually high. For example, the University of Florida, which showed up best in terms of rated parent involvement, does not show up as unusually high in terms of parents' and teachers' ratings of children's progress.

Moreover, ratings of children's progress in specific areas do seem to correspond to some extent to the particular emphases of sponsor models. The University of Oregon is moderately strong on the parent involvement items but shows up very strong in terms of parent perceptions of the children's progress in school. This sponsor model gets high ratings in exactly the areas one would expect - academics. When parents were asked how much they felt the school has taught their child "numbers and arithmetic," 85% of the Oregon FT parents responded "a great deal" compared to 77% of all FT parents (P54g). When asked how much the school has "taught my child to think and understand" (P54d), 74% of the University of Oregon FT parents responded "a great deal" compared to 66% of FT parents overall. In addition, when parents were asked, "What are the things you like most about Follow Through?" (P37), 42% of the Oregon FT parents spontaneously mentioned "reading, writing, counting" compared to only 17% of FT parents overall. In response to the same question, 33% of the Oregon FT parents responded "learn more, better prepared academically" compared to 17% of all FT parents. These ratings seem congruent with the stated intentions of the University of Oregon's Direct Instruction Model, namely teaching disadvantaged children reading, arithmetic and language skills at an accelerated rate. This orientation was also apparent, as previously mentioned, in the results of the Abt evaluation in which University of Oregon sites appeared to perform better on "basic skills" tests. On items concerning the children's progress in social and emotional areas, University of Oregon FT parents did not differ to any great degree from other FT parents except in their response to one question. When asked how much the school "has helped my child to make choices on his own" (P54i), University of Oregon FT parents were more likely (60%) to respond "a great deal" than FT parents overall (50%).

Parent ratings also show a correspondence with goals of other sponsor models. For example, High/Scope parents' perceptions of their child's progress show a fair relationship to the goals of the High/Scope model. The High/Scope model, the Cognitively Oriented Curriculum Model (COCM) focuses on social and conceptual abilities such as communication and cooperation as a basis on which to build academic skills. Goals for the individual children in this model include defining and solving problems, assuming responsibility for decisions and actions, and working cooperatively with others to make decisions (Burns, 1978). As one might expect from this emphasis, when High/Scope FT parents were asked how much school had helped their children to think and understand (P54d), 72% responded "a great deal", compared with 66% of FT parents overall. In the social and emotional realm, High/Scope looked strong on two items: 1) how much the school "has helped my child to make choices on his own" (P54i) and

2) "how satisfied are you (teacher) with the overall progress of these pupils in the area of self-confidence and self-worth?" (T35e). In addition, High/Scope overall had a high proportion of parents who felt the school "has helped my child to get along with others" (P54b). These items appear to tap dimensions of children's progress -- assuming responsibility for decisions and actions, cooperation, and defining and solving problems -- which are particular emphases of the High/Scope COCM approach.

The Southwest Educational Development Laboratory does not elaborate very specific academic or social/emotional goals for its Language Development Approach. However, along with High/Scope, this sponsor was rated high in the items concerning social and emotional progress. When parents were asked how much the school "has made my child feel sure of himself" (P54a), SEDL FT parents were more likely (60%) to respond "a great deal" than FT parents overall (50%) or NFT parents overall (46%). SEDL teachers were among the most satisfied of all FT teachers with their pupils' "Understanding and appreciation of the child's own cultural heritage" (P35d), although differences between sponsors were not sufficient to reach our criteria of significance. This pattern corresponds with the sponsor's goal of addressing the educational needs of children with limited English speaking abilities through bilingual education (Burns, 1978).

For several other sponsors, there is some correspondence between emphases of the sponsor model and school strengths as reported by parents. Emphasis of the University of Kansas model on reading, writing, and math skills is reflected in Kansas parents' statements of what they like about FT -- 26% of them gave answers categorized as reading, writing and counting (compared to 17% of FT parents overall responding likewise) and 29% gave answers categorized as "amount learned, better prepared academically" (compared to 17% for FT parents overall, P37). When asked what they liked about FT, parents of N.E. Illinois children more frequently than parents affiliated with any other sponsor gave answers categorized as "field trips" (36% for N.E. Illinois parents versus 20% for FT parents overall, P37). More frequently than FT parents, N.E. Illinois parents also said that one of the things they liked best about FT was the "amount children learned and better prepared academically" (21%, P37). Also, when asked "How much has the school taught your child music, art and crafts?", N.E. Illinois parents responded "a great deal" more often than FT parents overall (52% vs 45%). These responses seem congruent with this sponsor's Cultural Linguistic Approach Model. Projects affiliated with the Bank Street appear very strong in terms of parent responses to questions concerning how the school has helped children to get along with others (P54b), and how much the school has taught children about the community through field trips (P54h) -- as one might expect from the Bank Street model emphases (Burns, 1978). In another match between apparent model emphasis and parent ratings, 88% of the parents in the Clark Home-School Partnership project responded "very eager" when asked "In general, how does your child feel about going to school every day?" -- as compared with 63% of FT parents overall responding in the like manner.

In summary, it appears that high ratings of children's progress in school by FT parents may result from several factors. To an unknown extent, they may result from peculiarities of the samples from which the parent and teacher data were drawn. Also, they may in part reflect spillover enthusiasm resulting from their involvement in the program in general (the rose-colored classes hypothesis). Nevertheless, in numerous cases there is a fair correspondence between the dimensions on which parents rate FT highly and the particular emphases of the FT models with which their children's schools are affiliated. This suggests that the rose-colored classes hypothesis cannot fully explain the apparent discrepancy between the national evaluation of children's test scores and percent ratings of their children's progress in school. The alternative explanation suggested by these data is that parents are responding to real aspects of their children's progress which simply were not picked up in the national evaluation test battery.

Comparisons for Exemplary Projects

As has been evident in foregoing pages, there is considerable variability across different projects or sites in parent and teacher responses to specific questions. Even for projects affiliated with the same model sponsor, there is much variability in response patterns, as evidenced for example in Table 3. These findings parallel the number one finding of the Abt Associates analyses of children's test score data; namely, that "The effectiveness of each Follow Through model varied substantially from site group to site group. Overall model averages varied little in comparison." (Stebbins, Vol. IV A, p. 135).

In this subsection we take a closer look at the issue of site variability in terms of the parent and teacher data. Specifically, we examine patterns of parent and teacher responses for three sets of FT projects: 1) those approved by the Joint Dissemination Review Panel (JDRP) of the U.S. Office of Education and the National Institute of Education as exemplary in terms of demonstrated effectiveness; 2) those projects presented to the JDRP by USOE for consideration, but not approved by the panel; and 3) those projects not presented to the JDRP.

The process by which the JDRP review of Follow Through was carried out has been described elsewhere (Haney, 1978), so we only briefly review it here. In mid-1977 more than 100 FT projects submitted proposals to USOE so that they might be considered as exemplary projects (and hence become FT demonstration projects). After reviewing these proposals, USOE Follow Through personnel, including program and evaluation staff, nominated 36 projects to be presented to the JDRP. Evidence of the effectiveness of these projects was reviewed by the JDRP in August 1977 and a total of 21 projects (or 58% of those presented) were approved by the JDRP as having produced persuasive evidence of project effectiveness. These JDRP-approved projects were subsequently awarded demonstration grants in the neighborhood of $100,000-$150,000 each.

Our sample of projects from which parent and teacher data are available does not include all projects that were nominated for review by the JDRP. The sample includes just 19 such projects--13 out of 21 projects presented and approved, and 6 out of 15 projects presented and not approved. We also have parent and teacher data on 47 FT projects which were not selected for presentation to the JDRP.*

In examining the parent and teacher data for these three sets of projects--that is, those not presented to the JDRP, those presented but not approved, and those presented and approved--we ask three sorts of questions, paralleling those asked earlier at the overall FT and sponsor levels of aggregation:

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*In this project-level analysis, we have not included teacher data from the two projects which had only two teacher respondents. Hence, in this analysis we have included a total of 66 projects with teacher data and 66 projects with parent data.

stem and leaf displays here in the text to illustrate our discussion of selected items.

Comprehensive Services. The stem and leaf display in Table 12 shows the distribution of proportion of parents by site responding "yes" to the question (P 22b), "Does (sample child) get medical care free or at a reduced price?" The display follows Tukey's (1977) model; with tens of percentage points shown to the left of each stem or vertical line and unit percentage points shown to the right of the stems.

As can be seen, 10 of the 13 JDRP-approved projects show proportions of parents reporting receipt of medical services for their children at rates above the overall Follow Through proportion. The approved sites tend to look fairly strong in the delivery of medical services reported by parents, when considered as a group. The same pattern shows up for responses to a similar parent question about dental services (P 22c) and another question asked to teachers about medical services (T 22b). See Appendix V for displays on these questions.

For all three of these items concerning services, there is a modest trend in the direction we would expect--namely, most JDRP-approved sites are in the upper half of the distribution of sites in terms of parent and teacher reports of comprehensive services. This trend is not, however, terribly strong. Not all the JDRP-approved sites appear to be exemplary in terms of parent and teacher reports of service provision. In two of the JDRP-approved sites less than 30% of interviewed parents reported that their children were receiving medical services free or at a reduced price. In fact, among all FT sites from which we have parent and teacher data, the site which shows up worst in terms of parent reports of services has been designated an exemplary project. Only 17% of the parents in this project reported receipt of medical services (P 22b) and only 10% reported receipt of dental services

1) What relationship, if any, is there between parent and teacher reports of provision of comprehensive services and projects' being approved by the JDRP?

2) What relationship, if any, is there between parent and teacher reports of parent involvement and projects' being approved by the JDRP?

3) What relationship, if any, is there between parents' and teachers' reports of children's progress in school and projects' being approved by the JDRP.

In exploring these questions we have not reanalyzed all the parent and teacher data. Instead, we have focused on just thirteen items--three bearing on the issue of comprehensive services (P 22b, P 22c, and T 22b); five bearing on the issue of parent involvement (P 46, P 47, P 65, T 52a, and T 54); and five dealing with perceptions of children's progress (P 25, P 54e, P 54i, P 55, and T 34). We have chosen items so that at least one parent interview item and one teacher questionnaire item bear on each of the three questions of interest. Generally, selected items are also ones on which significant differences in response patterns were apparent at the overall FT versus NFT level.

Our method for examining response patterns at the site level has been simply to compare proportions of parents and teachers at the different sites responding to particular items in the same way. We compared response patterns for sites against the overall FT response rate at the aggregate level. We examined the distribution of response patterns for the three sets of sites in two ways. First, we looked at the number of sites above and below the aggregate FT response level for each item in terms of a 2 x 3 contingency table. Second, we looked at the distribution of site responses in terms of stem and leaf displays. Results from both approaches to these data are shown in appendix V for each of the 13 items we considered at the site level of aggregation. Since the contingency tables collapsed a great deal of information into the above-FT-average and below-FT-average categories, we employ

Table 12. Stem and Leaf Display of Percentages of Parents by Site Responding Yes to Question (P 22b), "Does [sample child] get medical care free or at a reduced price?"

	Sites Not Presented (n=47)	Sites Presented but Not Approved (n=6)	Sites Presented & Approved by JDRP (n=13)
10	0		
9	604	11	7
8	976654221	2	922
7	844311110	11	987611
6	99410		
5	87663330	3	7
4	82		
3	875431		
2	884		8
1			7
0			

Overall FT 65%

(P 22c). In describing the overall adequacy of medical services available to the children in their classes, teachers from this project also indicated a low level of provision of services--only 30% described the medical services as very adequate (T 22b).

In addition, it is worth noting that some of the sites which were consistently high in delivering services, according to parent and teacher reports, were neither presented to nor approved by the JDRP.

Parent Involvement. As discussed in sections VI and VII, parent involvement has different dimensions. The correspondence between high parent involvement and JDRP approval seems to vary somewhat across parent and teacher items representing those different aspects of parent involvement. The general pattern is shown by the responses to the question asked of the parents (P 46), "Do you work in any school--either as a volunteer or for pay?", depicted in Table 13. Overall, 38% of FT parents responded yes. Table 13 shows the distributions of proportions of parents resonding yes for each of our three groups of sites. According to question (P 46), parent involvement in school was somewhat less for JDRP-approved sites than for FT sites overall.

A similar pattern was found for another question we analyzed in this way. Specifically, when parents were asked if they had gone to watch their child's class (P 47), fewer than half of the JDRP-approved sites showed a high degree of this type of parent participation, and three of the thirteen sites showed parent visitation to classes at a rate below even the overall rates for NFT parents (see appendix V for detailed displays).

Table 13. Stem and Leaf Display of Percentages of Parents by Site Responding Yes to Question (P 46), "Do you work in any school--either as a volunteer or for pay?"

	Sites Not Presented (n=47)	Sites Presented but Not Approved (n=6)	Sites Presented & Approved by JDRP (n=13)
10			
9			
8			
7			
6	4	7	
5	99300		
4	7110		8
3	8652210	5	332
2	998777665443331110	97	9750
1	9987774421	86	88100
0	94		

Overall FT 28%

Parents and teachers at JDRP sites and at sites in general do not differ greatly in their responses to questions about PAC--a different dimension of parent involvement. Parents report (P 65) having attended PAC general meetings slightly more often for JDRP-approved sites and the site with the highest proportion of parents reporting that they had attended is in the group of exemplary sites. When teachers were asked (T 52a) to what extent the PAC participates in making decisions about the school program, the distributions were practically identical, with about half of the sites above the overall FT proportion and about half below. Slightly more approved sites were above the overall FT average for this question than for those not presented.

When teachers were asked (T 54), "Overall, how much parent involvement has there been in your class this year?", response patterns were slightly more favorable--eight of thirteen JDRP-approved sites were above the FT average for this question.

In sum, there does not appear to be any strong consistent relationship between high degree of parent involvement as reported by parents and teachers and projects' being approved by the JDRP as exemplary. Five of the exemplary sites do show high degrees of parent involvement across the five questions we examined, but two of the exemplary sites show consistently low degrees of parent involvement as reported by parents and teachers across all five of the questions examined.

Children's Progress. Parents were asked (P 25), "In general, how satisfied are you with (sample child's) progress in school?" The display in Table 14 shows responses to this question for our three groups of sites.

Table 14. Stem and Leaf Display of Percentages of Parents by Site Responding Very Satisfied to Parent Question 25, "In general, how satisfied are you with [sample child's] progress in school?"

	Sites Not Presented (n=47)	Sites Presented but Not Approved (n=6)	Sites Presented & Approved by JDRP (n=13)	
10	-	-	-	
9	3	-	-	
8	721	-	-	
7	8875440	-	9654	
6	88888876432222100	-	88774	Overall FT 61%
5	8886543200000	9660	7	
4	773	-	9	
3	985	-	96	
2	3	-	-	
1	-	-	-	
0		-		

Apparently, relatively more of the JDRP-approved sites had high proportions of parents who were "very satisfied" with their children's progress in school (70% of approved sites versus 17% of the not-approved sites versus 53% of the not-presented sites). However, the stem and leaf display shows that the exemplary group does not include those sites reporting the highest degree of parents satisfaction (note sites with 93%, 87%, 82% in the not-presented group) and does include sites whose level of parent satisfaction is among the lowest (note sites with 39% and 36% in the presented and approved group).

A virtually identical pattern was found for responses to the parent question (P 55), "In general, how helpful has the school been to (sample child)?" Teachers' responses to the question (T 34), "Thinking of this class as a whole, how satisfied are you with the overall growth these pupils made in school this year?" looks very much the same. (See Appendix V for detailed displays.)

We also examined questions asking parents about two different aspects of the school's helpfulness to their children. The first was question (P 54e) asking the parent how much the school had taught their child reading. Proportions of parents responding "a great deal" to this question did not differ at the FT/NFT aggregate level (75% versus 74%). At the sponsor level, there was not enough difference between sponsors to be statistically significant (a range of 66% to 80%). At the site level, the distribution is fairly symmetrical and dense, as illustrated in Table 15.

Table 15. Stem and Leaf Display of Percentages of Parents by Site Responding A Great Deal to Parent Question 54e, "How much has the school taught your child reading?"

Stem	Sites Not Presented (n=47)	Sites Presented but Not Approved (n=6)	Sites Presented & Approved by JDRP (n=13)	
10				
9	631		8	
8	99887666544332	2	9865	
7	99987777732110	76	9520	Overall FT 75%
6	99855533320	83	9974	
5	8766	9		
4	7			
3				
2				
1				
0				

The distribution of responses for this question for the JDRP-approved projects looks very much like the not-presented projects' distribution except that it is missing the lower tail.

Looking at another parent question (P 54i), which asks how much the school had helped children to make choices on their own, a minority (38%) of approved sites had proportions of parents responding "a great deal" as often as FT parents overall. In contrast, a majority of not-presented sites (62%) had parents responding "a great deal" more frequently than FT parents overall.

In sum, there is no strong relationship between projects being approved as exemplary by the JDRP and parent and teacher reports of service provision, parent involvement, or children's progress. On a few items JDRP-approved projects are somewhat higher than FT projects overall (for example, with respect to parent ratings regarding medical care; P 22b), but on other items (for example, parent reports of working in the school; P 46) JDRP-approved projects fared somewhat worse than FT projects overall. In most cases, some of the projects in which ratings of service delivery, parent involvement, and children's progress were highest were not even presented to the JDRP and conversely in several cases JDRP-approved "exemplary" projects showed up as poorest in terms of parent and teacher ratings. Perhaps the most striking case of the latter pattern was one JDRP-approved project in which only 7% of parents reported receipt of medical services, 10% reported receipt of dental services, and 30% of reporting teachers described medical services as very adequate (corresponding figures for FT overall were 65%, 71%, and 46%).

VIII. SUMMARY AND CONCLUSIONS

In summing up our reanalysis of selected parent and teacher data, we separate our comments into three subsections. First we recap the rationale and substantive questions motivating the reanalysis. Second, we elaborate on the problems and limitations in the reanalysis. Third, we sum up the findings of our reanalyses and offer what we see as some of the broader implications of our findings.

Rationale

Most recent efforts in the national Follow Through evaluation have focused on FT as a planned variation experiment. In these endeavors the goal has been to estimate effects of the program on children's third-grade test scores. Given this focus, little attention has been given to data gathered from questionnaires filled out by FT teachers and from interviews with FT parents. The goal of this reanalysis has been to use these data to explore the broader goals of FT; specifically, to

1. Analyze parent and teacher data in order to illuminate Follow Through as a comprehensive service program;
2. Use these data to consider the success of Follow Through in terms of social action and parent involvement; and
3. Use these data to illuminate results of the national Follow Through evaluation conducted by Abt Associates, and of the JDRP review of Follow Through projects.

Problems and Limitations

In conducting this reanalysis we faced three major problems: (1) To assess the representativeness of the data; (2) To assess the quality of the data; and (3) To analyze the data in ways that yield results which are meaningful in terms of the substantive questions motivating the reanalysis.

Regarding the question of how representative available parent and teacher data are of FT as a whole, we have no clear answers. The data are available from only around one-third of all FT projects (68 out of roughly 170 projects). Since these projects were not systematically selected from the broader population of FT projects, the parent and teacher data may not be fully representative of FT as a whole. Moreover, since comparative data are not available on the projects not included in the parent and teacher data sample, we have no way to assess the ways in which our sample of FT reflects a biased view of FT overall.

We were, however, able to compare background data from our sample of projects with comparable data from the analytic sample employed in the Abt Associates evaluation of FT children's test score data. These comparisons suggested that our sample may not even be fully representative of the Abt analytic sample of projects. Nevertheless, it seems clear from comparisons of background data that the reanalysis sample and the Abt analytic sample resemble each other far more closely than either sample resembles the national population.

Regarding the quality of the parent and teacher data, we also have few firm answers. Although a test-retest study of the reliability of parent data was recommended by a FT advisory panel as far back as 1971, no such study was ever carried out. Internal to the parent and teacher data there are indications of a degree of unreliability in them. The only positive evidence of the quality of these data we have is indirect--namely, that in terms of previous factor and cluster analyses, items were empirically found to covary together in ways one might expect; and items from parent interviews were found to correlate with children's test score data in ways one would expect.

Our strategy for reanalyzing the parent and teacher data has been quite simple. We have simply grouped together items bearing on the general questions of interest and analyzed them on an item-by-item basis. We employed only univariate statistics. Tests of statistical significance were used merely as heuristic devices to screen out differences in response patterns that might have resulted merely by chance. The data were compared at three levels of aggregation: overall FT versus NFT; sponsor level; and site level. At the sponsor level four different comparisons were drawn. Response patterns for parents and teachers in projects affiliated with particular sponsors were compared with response patterns for parents and teachers (1) in local NFT comparison groups; (2) the overall NFT comparison sample; and (3) the overall FT sample. In a fourth comparison we asked whether the pattern of responses for all projects affiliated with a particular sponsor were consistently above the response for NFT overall (this we called the site consistency comparison). Results at the sponsor level were discussed only if the data passed our significance criteria for three out of these four comparisons. This multiple comparison approach gives us more confidence that the results we discuss at the sponsor level were real (that is, not just the products of sampling vagaries) than if we had relied on just a single comparison. Nevertheless, we should make clear that our approach does not necessarily get around the problems of finding apparent differences that are not real (false positives) or conversely failing to find real differences (false negatives) when peculiarities of sites affiliated with particular sponsors affected the way parents and teachers responded to particular questions. In short, our reanalysis is more an effort in exploratory data analysis than confirmatory data analysis. It is evaluation of the sort Scriven (1976) called modus operandi evaluation. We are simply using available evidence in search of answers to important questions. The answers we found are by no means certain--but better we think than the open questions with which we started.

Two other limitations of this reanalysis should be noted. First, only parent and teacher data from spring 1975 have been used. Though we recognize the possible value of analyzing parent and teacher data from 1974 and 1973 in similar manner so that response patterns could be considered in longitudinal fashion (and indeed an exploratory effort along these lines suggested the value of this approach; see Haney, 1977b), constraints on funds and time available for this reanalysis precluded our treating data from all three years. Second, we have by no means employed all of the items from either the parent interview or teacher questionnaire in our reanalysis. Rather, we have chosen to report simply on items bearing on questions motivating our study. Other issues and items bearing on them (for example, concerning teachers' reactions to sponsors' models) have not been discussed. We refer interested readers to explore the appendix tables in order to consider such issues for themselves.

Findings

Findings from our reanalysis are discussed in terms of the three overall questions motivating the reanalysis, specifically concerning: 1) provision of comprehensive services; 2) parent involvement; and 3) illumination of findings from other evaluations of Follow Through.

Comprehensive Services. One of the criteria by which official rules and regulations suggested FT might be judged was the extent of medical, dental, psychological, and other social services made available to low-income FT children. Several items from the parent and teacher data bear on this issue. According to both parent and teacher reports, FT seems to have been fairly successful in providing more of such services to participating children than they would have otherwise received.

Overall, at least 65% of FT parents interviewed said that their children received medical and dental care either free or at a reduced price--as compared with just 40% of NFT parents reporting likewise (P 22b, c]. An even higher proportion of FT parents (84%) reported children's receipt of hot lunches, but the proportion of NFT parents reporting likewise was also quite high (63%; P 22a). Teacher responses to questions concerning adequacy of services corroborate this finding--namely, that adequate medical and dental care was more widely available to FT children than to NFT children (T 22b, c). Teacher reports concerning adequacy of other services, including counseling and guidance, psychological and socialwork services indicate slightly wider availability in FT than in NFT, but differences here were not significant (T 22 d, e, f). In sum, there is fairly consistent evidence available from two types of parent questions and from independent teacher questionnaires that FT in the aggregate has had a positive impact on the extent of availability of medical and dental services. Evidence is less clear-cut regarding provision of food, psychological and counseling services, but the balance of evidence suggests that FT may also have increased the availability of these services.

At the sponsor level of comparison, responses also indicate differential provision of services in projects affiliated with different sponsors. Among sponsors with more than four projects, parents and teachers affiliated with the Universities of Florida, Oregon and Kansas, and the High/Scope Foundation indicated high levels of provision of medical and dental services. Parents in projects affiliated with SEDL also indicated widespread receipt of dental services and hot lunches. Florida teachers more often than other teachers rated psychological and social work services as very adequate.

Parents and teachers affiliated with sponsors having smaller numbers of sites (i.e., fewer than five) indicated fairly high levels of service delivery. Of particular note, parents and teachers affiliated with Fordham reported especially high levels of service delivery. Almost all Fordham parents reported receiving medical services (80%), dental services (91%), and hot lunches (96%). For projects affiliated with the University of North Dakota, Northeastern Illinois, the University of Pittsburgh, the California State Department of Education, and Clark College, parents and teachers also indicated high levels of receipt of services--most often medical and dental services.

What to make of these results is somewhat problematic. Although service delivery is one of the mandated components of the Follow Through program, few of the sponsors emphasize service delivery as a component of their models. In sponsor descriptions of models, the only sponsors to give explicit mention of service delivery as apsects of their models were the University of Arizona (which had a psychological services component) and Clark College (which mentioned helping parents to secure services as one function of the Clark home visitors; see Burns, 1978). It therefore seems significant that Clark College parents reported higher provision of services than any other FT parents. Nevertheless, why parents and teachers affiliated with other sponsor models reported particularly high levels of service delivery when such was not an explicit goal of the models is curious. Thus perhaps we ought not attempt to describe these differential patterns of apparent service delivery as sponsor "effects." Instead, it might be more appropriate to attribute such differences to the success of projects affiliated with particular sponsors in furthering the broader goals of the Follow Through program. In other words, these differences might be more appropriately interpreted as overall FT "program effects" than as sponsor model effects.

Parent Involvement. Another of the officially suggested criteria by which the FT program might be judged is "the extent of parent involvement in the project, including participation in the decision making process and participation in the classroom as paid employees or volunteers . . ." According to parent and teacher responses, FT as a whole appears to have been quite successful on this aspect of the program. FT teachers (13%) more than NFT teachers (7%) reported a great deal of parent involvement in their classes (T 54), and more often than NFT teachers rated parent involvement as important in terms of ten different activities (T 53). According to teachers, parent community aides were available much more frequently for FT classes than NFT classes (T 26).

Parent data corroborate these findings. When parents were asked what they liked about FT, parent participation was the second most frequently mentioned category of response (P 41). More than NFT parents, FT parents reported they worked in the school (P 46) and went to watch their children's classes (P 47). While home visits were not frequently reported by teachers overall, almost three times as many FT parents (12%) reported a visit to their home by the teacher as NFT parents (4%; P 51).

Policy Advisory Committees (PAC) are reported to be almost universally established in FT: 94% of interviewed FT teachers reported that their schools had one (T 51); and 43% of FT parents said they had attended a PAC meeting (P 64). Parents affiliated with FT were also more positive in their perceptions of the helpfulness of school and of their influences on the school. FT parents, for example, more frequently reported the school as "extremely helpful" or "very helpful" (60%) than NFT parents (41%, P 57).

At the sponsor level, fairly sharp differences in patterns of reported parent involvement were apparent. Among sponsors with more than four sites included in our sample, the University of Florida showed up particularly well in terms of parent and teacher reports of parent involvement. In each of the four areas of parent involvement--perceived importance, helpfulness, degree of involvement and PAC--responses indicated high levels of implementation of this aspect of the FT program in sites affiliated with the University of Florida model. This is, of course, precisely what we would expect since the Florida approach is called the Parent Education Model and gives primary emphasis to parent involvement. The Florida approach calls for "parent educators" to spend half of their time in home visits and half in auxiliary instructional roles in the classroom (Burns, 1978) and a surprising 71% of Florida parents reported that a teacher's aide had gone to talk with the parent in the home (compared to only 14% for FT parents overall).

Parents and teachers in projects affiliated with Northeastern Illinois and with California State Department of Education also indicated high levels of parent involvement and both of these sponsors mention parent involvement as important aspects of their models. For example, 70% of the NEI parents report having gone to school to watch their children's class (P 47) and 93% said they went to talk with their offspring's teachers (P 49). Among respondents affiliated with other models, those connected with Bank Street, Far West, and Oregon also indicated fairly high levels of parent involvement.

When selected items bearing on the issue of parent involvement were examined at the site level of aggregation we found no indication of a strong relationship between high involvement and a project's being approved by the JDRP. Five of the JDRP-approved exemplary sites do appear to have high degrees of involvement, but two do not. In fact, the one site with lowest degree of parent involvement according to responses to several items was approved by the JDRP as an effective project.

Other findings. The above findings concerning responderts' reports of service delivery and parent involvement present a much more complimentary view of FT than did the national evaluation findings concerning children's end-of-third grade test scores. The national evaluation of test score data suggested that when differences in program effectiveness were apparent, "FT groups score lower more often than they scored higher" (Anderson, et al., 1978, p. 162). In contrast, examination of parents' and teachers' reports of chilren's progress in school suggested that FT children overall were progressing as well as or maybe better than NFT children.

We suggested three alternative explanations for this apparent discrepancy. These were: 1) sample bias; 2) parents perceive real progress of aspects of children's development not reflected in the national evaluation; and 3) there is a halo effect of parents' involvement of the program so that they rate real progress more favorably even though there may be no program effect on children's progress (the rose-colored classes hypothesis).

We simply do not have enough information available to test the sampling bias hypothesis. We did nevertheless pursue the following strategy for testing the plausibility of the second and third hypotheses. If the rose-colored classes hypothesis is correct, we would expect to find high ratings of children's progress on a variety of dimensions whenever we find high levels of parent involvement. However, if parents and teachers do perceive real aspects of children's progress not represented in the national evaluation test score battery, we would expect to find high ratings on dimensions of children's progress corresponding to the goals of sponsors with which projects were affiliated. There was some evidence that sponsors whose parent and teacher respondents indicated highest levels of parent involvement also indicated greatest satisfaction with children's progress. In other words, the rose-colored classes hypothesis cannot be ruled out.

Nevertheless, we did find a fair degree of correspondence between ratings of children's progress in specific areas and the special emphases of sponsor models. For example, parents of children in University of Oregon projects indicated chilren's progress on precisely those dimensions one might expect for this sponsor--academics. For example, when parents were asked, "What are the things you like most about Follow Through?" (P 37), 42% of the Oregon FT parents spontaneously mentioned "reading, writing, counting" compared to only 17% of FT parents overall. Parent ratings also show a correspondence with goals of other sponsor models.

When High/Scope FT parents were asked how much school had helped their chilren to think and understand (P 54d), 72% responded "a great deal," compared with 66% of FT parents overall. SEDL teachers were among the most satisfied of all FT teachers with their pupils' "Understanding and appreciation of the child's own cultural heritage" (P 35d)--just as we would expect given the goals of this sponsor's Bilingual/Bicultural Model.

In summary, high ratings of children's progress in school by FT parents may in part be spillover enthusiasm resulting from their involvement in the program in general. But the number of cases in which there is a correspondence between the dimensions on which parents rate FT highly and the particular emphases of the FT models suggests that the rose-colored classes hypothesis cannot fully explain the apparent discrepancy between the Abt evaluation view of FT and the picture of FT apparent from the parent and teacher data. Our conclusion is that parents may indeed be responding to real aspects of their children's progress which simply were not picked up in the national evaluation test battery.

When we examined parent and teacher reports of children's progress in terms of whether or not a project was approved by the JDRP we found no strong relationship. By a slight margin JDRP-approved projects tended to be more highly rated than other projects, but some of the projects in which ratings were quite low--for example, less than 40% of parents reporting they were very satisfied--were ones approved by the JDRP as exemplary.

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APPENDICES

I. Selected Parent Interview Data Reported at FT versus NFT Level of Aggregation

II. Selected Teacher Questionnaire Data Reported at FT versus NFT Level of Aggregation

III. Selected Parent Interview Data Reported at the Sponsor Level of Aggregation

IV. Selected Teacher Questionnaire Data Reported at the Sponsor Level of Aggregation

V. Selected Parent and Teacher Data Reported at the Site Level of Aggregation

Appendix I

This appendix presents the detailed data from the parent interview at the Follow Through/Non-Follow Through level of aggregation. Tables contain information listed under each of the following column headings.

QUESTION. The question and question number are reported as they appeared in the interview booklet, with some exceptions. Where parents were asked to do Q sorts or where the question itself included all the response categories, we have paraphrased the question. (Questions where this has been done include: 23, 44, 47 a-c, 53 a, 54 a-i, 56 a-i, 60, 61, and 62.) In addition, the child's name was used in place of "sample child" wherever it appears.

RESPONSE CATEGORY. As explained in the text of this report (pp. 24-26), we have chosen to collapse the data into fewer response categories than were originally included in the question for ease in reporting and comprehending the data. If one category appears, such as "yes," then the proportions reported refer to the percentage who responded "yes." If two categories appear, such as "more + much more," then the proportions reported refer to the percentage who responded either "more" or "much more." If data to be reported are not proportions (e.g., P 47a, P 49a), then response category will indicate that they are averages.

% FT, % NFT. Unless otherwise indicated, these data will represent percentages based on a Follow Through sample size of 1996 and a Non-Follow Through sample size of 1915. If the proportion is based on another n, it is indicated beneath the proportion in parentheses (e.g., P 32). In some cases, the data will represent an average number rather than a proportion. This will be indicated by the response category.

p. This is the level of significance of the difference between the proportions or means reported. (As indicated in the text, p. 26, this should be regarded as a heuristic device, rather than as an exact probability or indication of sampling error.)

χ^2. The significance level of the χ^2 test performed on the contingency table for this same question displaying the distribution over all response categories.

ABT FACTOR. The Abt evaluation (Stebbins, et al., 1977) performed a factor analysis on the parent interview items. If the item was included in a factor, it is indicated in this column with the factor designated. If it was not included in an Abt factor, it is indicated by two dashes (--).

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	X^2	ABT FACTOR
3. What grade is sample child in?	third + ungraded	98.7	96.7	n.s.	.001	--
12. Who is the head of this household?	mother + grand-mother + aunt, female cousin + step mother + foster mother + sister	45.5	37.4	.0001	.0000	--
18. Is sample child now in a program at school called Follow Through?	yes	90.6	7.7	n/a	n/a	--
22. Does sample child get (the following services) free or at a reduced price:						
a. hot lunch	yes	84.3	63.2	.0001	.0000	-
b. medical care	yes	64.6	40.3	.0001	.0000	-
c. dental care	yes	70.8	40.0	.0001	.0000	-
23. Sample child's ability compared to most children his age?	more + much more	38.4	37.0	n.s.	n.s.	Ib
24. How well is sample child doing in his school work?	good + excellent	60.9	59.9	n.s.	n.s.	Ib

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
25. In general how satisfied are you with sample child's progress in school?	very satisfied	61.2	54.9	.0001	.0009	Ib
26. How often does sample child come to you for help on school work?	several times a week + every day	44.0	40.6	.05	.1	IIIc
27. How often does sample child talk about what is happening in class?	several times a week + every day	87.2	83.8	.05	.03	IIIc
28. In general, how does sample child feel about going to school each day?	very eager	62.8	55.2	.0001	.0001	-
29. How well will sample child do in school when he is older?	good + excellent	59.9	58.7	n.s.	n.s.	Ib
30. How far do you think sample child will go in school?	finish part college + finish college	41.1	42.4	n.s.	n.s.	Ib
31. If sample child graduates from high school, what are (his/her) chances of getting a good job?	good + excellent	50.6	49.2	n.s.	n.s.	-

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
32. Does your child ever bring home books from public or school library?	yes	93.1	92.3	n.s.	n.s.	-
a. How often does he do this?	several times a week + every day	23.1 (1858)	22.7 (1767)	n.s.	n.s.	-
33. Does sample child ever read out loud to someone at home?	yes	91.2	91.2	n.s.	n.s.	IIIa
a. How often does he do that?	several times a week + every day	68.7 (1820)	66.9 (1746)	n.s.	n.s.	IIIa
b. Whom does he usually read to?						
-- parents or other adults	yes	70.1 (1820)	72.6 (1746)	n.s.	n.s.	IIIa
-- younger children	yes	46.4 (1820)	44.9 (1746)	n.s.	n.s.	IIIa
-- older children	yes	34.5 (1820)	32.2 (1746)	n.s.	n.s.	IIIa
-- someone else	yes	2.3 (1820)	3.4 (1746)	n.s.	n.s.	IIIa
c. Does someone usually ask him to read or does he volunteer?	both	18.6 (1820)	16.7 (1746)	n.s.	n.s.	IIIa

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
34. Not counting reading he has to do for school, how often does sample child look at a book or magazine at home?	several times a week + every day	82.8	82.2	n.s.	n.s.	IIIc
35. Does someone at home ever read to sample child?	yes	75.5	73.4	n.s.	n.s.	-
a. How often does someone at home read to sample child?	several times a week + every day	48.4 (1507)	49.8 (1406)	n.s.	n.s.	IIIb
b. Who usually reads to sample child?						
-- mother	yes	68.3 (1507)	70.3 (1406)	n.s.	n.s.	IIIb
-- father	yes	11.9 (1507)	17.0 (1406)	.01	.0003	IIIb
-- other adults	yes	8.7 (1507)	10.0 (1406)	n.s.	n.s.	IIIb
-- older children	yes	45.1 (1507)	42.9 (1406)	n.s.	n.s.	IIIb
-- younger children	yes	4.6 (1507)	2.8 (1406)	n.s.	n.s.	IIIb
-- someone else	yes	1.1 (1507)	.8 (1406)	n.s.	n.s.	IIIb
c. Does sample child usually ask someone to read to him, or does someone usually offer?	both	30.7 (1507)	33.1 (1406)	n.s.	n.s.	IIIb

37. (41--NFT) What are the things you like most about Follow Through (child's school)? The following percentages represent the percent of FT/NFT respondents who spontaneously mentioned the category in one of their three responses.

	RESPONSE CATEGORY	%FT	%NFT	p	FAVORING
(10)	Reading, writing, counting	17.4	16.55		
(11)	Field trips	19.69	5.74	.0001	FT
(12)	More and better materials	5.81	3.86		
(13)	Other curriculum	12.73	16.87	.05	NFT
(20)	Respondent likes teacher, teacher aides	20.74	55.56	.0001	NFT
(21)	Learn more, better prepared academically	17.08	8.41	.0001	FT
(23)	All other teaching methods	46.64	23.50	.0001	FT
(24)	School discipline	1.90	7.05	.01	NFT
(25)	Location and condition of school	2.25	21.04	.0001	NFT
(30)	Child's social relationships	4.36	3.92		
(40)	Food at school	18.09	12.85	.001	FT
(41)	Medical, dental services	17.59	1.51	.0001	FT
(42)	Free clothing	1.55	.47		
(43)	All other additional services	2.20	.84		
(46)	Grading	.65	.84		
(48)	Other school administration	2.66	15.72	.0001	NFT
(50)	Helps the disadvantaged	1.00	.05		
(60)	Parent participation	21.74	14.09	.0001	FT
(70)	Everything in general	1.25	1.83		
(90)	Doesn't like anything	1.70	2.82		

38. (42--NFT) What are the things you don't like about Follow Through (child's school)? The following percentages represent the percent of FT/NFT respondents who spontaneously mentioned the category in one of their three responses.

	RESPONSE CATEGORY	%FT	%NFT	p	FAVORING
(10)	Reading, writing, counting	2.05	2.04		
(12)	Materials	.45	1.10		
(13)	Other curriculum	2.15	3.50		
(20)	Dislikes teacher, teacher aides	4.61	7.83	.05	NFT
(21)	Learn less, less prepared academically	1.65	1.36		
(22)	Discipline inadequate, too much freedom	4.66	10.39	.001	NFT
(23)	All other teaching methods	6.81	8.93		
(30)	Child's social relationships	.45	2.04		
(44)	Additional services	2.81	6.32	.05	NFT
(45)	Location and condition of school	2.86	12.01	.0001	NFT
(46)	Grading	1.30	1.88		
(47)	Racial balance	.40	1.46		
(52)	FT should be extended to higher grades or more schools	4.46	.05	N/A	
(53)	Other administration and organization of program	6.71	13.84	.0001	NFT
(70)	Dislikes everything	.20	.10		
(86)	Miscellaneous	2.56	5.80		
(90)	Doesn't dislike anything	62.98	45.90	.0001	FT

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	X^2	ABT FACTOR
44. Would you say the person who teaches sample child most of the time is:	excellent teacher	32.4 (1743)	30.8 (1800)	n.s.	n.s.	--
45. How does sample child feel about his teacher?	likes and loves	76.2 (1743)	74.1 (1800)	n.s.	n.s.	--
46. Do you work in any school--either as a volunteer or for pay?	yes	27.9	13.2	.0001	.0000	--
a. Do you work in a classroom at this school? (Based on those who responded yes to P 46.)	yes	71.7 (557)	50.0 (252)	.000	.0000	--
b. Do you work as a volunteer, a paid worker, or both?	paid and both	52.7 (557)	44.0 (252)	.05	.05	--
c. How often do you work?	once a week or more	67.6 (557)	64.7 (252)	n.s.	n.s.	IIc
d. Is this at sample child's school?	yes	75.9 (557)	69.8 (252)	n.s.		-

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
47. Since the beginning of this school year, have you or child's father gone to watch child's class while class was going on?	yes + yes, work there	52.4	38.4	.0001	.0000	IIb
a - c. How many times did you (with or without child's father) go to watch child's class? (Based on those responding yes to P 47.)	average no. of visits per respondent	7.6 (1045)	4.9 (735)	.0001	N/A	--
48. How did you happen to go to watch child's classroom the last time?	decided on own	68.9 (1045)	60.4 (735)	.001	.0000	IIb
49. Since beginning of school year, have you yourself gone to school to talk with child's teacher?	yes + yes, work there	82.0	82.5	n.s.	.0000	-
a. How many times this year did you go to talk with child's teacher? (Based on those responding yes to P 49.)	average no. of visits per respondent	4.464 (1605)	3.412 (1572)	.0001	N/A	IIb
b. How did you happen to go to school to talk with the teacher this year?	decided on own + both school asked and decided on own	56.5 (1635)	53.2 (1581)	n.s.	n.s.	IId

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
50. In general, what did you and child's teacher talk about the last time you went to school to talk with her? (Based on those responding yes to P 49.)						
a. Did you discuss problems sample child may have had with his school	yes	57.7 (1635)	51.8 (1581)	.001	.0033	IId
b. Did you talk about what sample child is learning in school	yes	90.2 (1635)	90.8 (1581)	n.s.	n.s.	IId
c. Did you talk about sample child's behavior in school	yes	83.5 (1635)	82.8 (1581)	n.s.	n.s.	IId
d. Did you talk about sample child's books or teaching materials	yes	69.4 (1635)	64.8 (1581)	.05	.0169	IId
e. Did you talk about the teacher's method of teaching sample child	yes	45.4 (1635)	45.5 (1581)	n.s.	n.s.	IId
51. Since the beginning of the school year, have any of the following people from child's school come to your home to talk with you?						
(1) sample child's teacher	yes	12.4	4.4	.0001	.000	-

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
(2) (his/her) teacher's aide	yes	13.8	1.0	.0001	.000	--
(3) school principal	yes	1.0	.6	n.s.	n.s.	--
(4) school nurse, doctor, dentist	yes	5.4	1.9	.05	.000	--
(5) social worker	yes	6.5	1.7	.05	.000	--
(6) Follow Through director	yes	2.9	.3	n.s.	.000	--
(7) parent coordinator	yes	8.9	1.1	.0001	.000	--
(8) someone else	yes	4.3	2.0	n.s.	.000	--
a. How many visits were made by each person? (Based on those responding yes to corresponding P 51 question.)	average no. of visits to a respondent average no. of visits to a respondent					
(1) child's teacher		2.331 (245)	1.738 (84)	n.s.	N/A	--
(2-8) other than teacher--other personnel		7.8838 (594)	1.9859 (142)	.0001	N/A	--
52. Since the beginning of the school year, have you gone to talk with anyone from sample child's school besides the teacher, either at school or someplace else?	yes	28.4	23.9	.05	.0014	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
53. Did you go to talk with:						
(1) school principal	yes	15.0	15.4	n.s.	.0000	--
(2) sample child's teacher's aide	yes	9.8	2.3	.0001	.0000	--
(3) nurse/doctor/dentist	yes	12.0	5.6	.0001	.0000	--
(4) social worker	yes	4.2	1.6	n.s.	.0000	--
(5) Follow Through director	yes	4.9	.2	N/A	.0000	--
(6) parent coordinator	yes	7.0	1.1	.001	.0000	--
(7) someone else	yes	7.7	6.6	n.s.	.0050	--
a. Number of different times this year parent went to talk with someone other than teacher (sum of different visits over above personnel)	average number of different visits per respondent	10.6 (560)	4.5 (451)	.0001	N/A	IIb
54. How much has school helped child in the following areas?						
a. Has made my child feel sure of himself	a great deal	50.5	45.6	.05	.0284	Ia
b. Has helped my child to get along with others	a great deal	60.0	55.1	.05	.0064	Ia

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
c. Has helped my child like to do school work	a great deal	64.0	57.7	.0001	.0030	Ia
d. Has taught my child to think and understand	a great deal	65.5	59.4	.001	.0010	Ia
e. Has taught my child reading	a great deal	75.1	74.2	n.s.	n.s.	Ia
f. Has taught my child music, arts, and crafts	a great deal	44.9	39.5	.001	.0117	Ia
g. Has taught my child numbers and arithmetic	a great deal	76.6	72.4	.01	.0198	Ia
h. Has taught my child about his community through field trips and other activities	a great deal	56.4	37.1	.0001	.0000	Ia
i. Has helped my child make choices on his own	a great deal	50.0	38.4	.0001	.0000	Ia
55. In general, how helpful has school been to sample child	extremely helpful	36.4	29.3	.0001	.0000	Ia
56. How helpful has school been to you personally (in the following respects)?						
a. Helped me to learn about my child's teaching program	a great deal	58.6	42.6	.0001	.0000	Ia

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
b. Has helped me to get to know the teacher and other people at school	a great deal	59.1	45.5	.0001	.0000	Ia
c. Helped me to help my child with his school work	a great deal	48.4	35.9	.0001	.0000	Ia
d. Helped me to understand how children learn	a great deal	56.4	42.0	.0001	.0000	Ia
e. Helped me to find a job	a great deal	14.4	5.5	.0001	.0000	IIc
f. Helped me to take courses in school or college	a great deal	11.4	5.4	.0001	.0000	IIc
g. Helped to give me the chance to help plan my child's school program	a great deal	31.1	19.6	.0001	.0000	Ia
h. Helped me to meet other parents like myself	a great deal	40.4	25.6	.0001	.0000	Ia
i. Helped me to find medical, dental, and other services when my child needed them	a great deal	46.6	20.6	.0001	.0000	Ia
57. In general, how helpful has sample child's school been to you personally?	extremely helpful	18.1	8.8	.0001	.0000	Ia
	very helpful	42.4	31.9	.0001	.0000	Ia
58. Does what sample child learns at school help him/her get along in the family?	yes	86.4	82.4	.05	.0067	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
59. How does sample child behave with the family these days?	better + much better	57.5	51.7	.001	.0005	Ic
60. Degree of child's feeling of confidence now, compared with a couple of years ago	better + much better	76.3	71.5	.05	.0195	Ic
61. How well does he get along with children his age now, compared to a couple of years ago?	better + much better	60.8	57.3	.05	.01	Ic
62. How cheerful is child now, compared to a couple of years ago?	better + much better	56.2	49.7	.0001	.0008	Ic
63. Are you or sample child's father active in any parents' group such as PTA or PA (not including PAC)--that is, do you attend meetings regularly?	yes	30.7	28.1	n.s.	n.s.	-
a. About how often do you attend meetings?	often + almost every one	62.7 (612)	63.1 (539)	n.s.	n.s.	-
64. Have you ever heard of a group called the Policy Advisory Committee, sometimes called Parent Advisory Committee, P.A.C., P.C., or PAC?	yes	72.0	31.0	.0001	.0000	IIa

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
65. Have you or sample child's father ever gone to any PAC general meeting?	yes	43.0	8.1	.0001	.0000	IIa
66. Have you or sample child's father ever voted in a PAC election?	yes	29.9	5.1	.0001	.0000	IIa
67. Have you or child's father ever been a member of PAC?	yes	26.8	4.5	.0001	.0000	IIa
a. Have you or child's father ever been an officer of PAC?	yes	9.2	1.5	.0001	.0000	-
68. If a parent had a problem about the schools, do you think PAC would help him solve it?	yes	51.7	15.5	.0001	.0000	-
69. As far as you know, does PAC have anything to say about hiring the following kinds of people?						
a. teachers	yes	21.4	5.4	.0001		-
b. teachers' aides	yes	31.3	7.0	.0001		-
c. parent coordinators	yes	32.2	8.3	.0001		-

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
85. (Mom) What is the highest grade (you/mother) completed in school?	high school complete + some college + college complete or more	52.0	51.9	n.s.	n.s.	--
87. Which of the groups on this card shows your total household income from all sources before taxes for this last year, 1975--	≥ $6,200	51.7	39.7	.0001	.0000	--
[Filled in by interviewer from observation.]						
A. Race of respondent	Negro/black	59.9	49.2	.0001	.0000	--
	Caucasian/white	35.8	45.2	.0001	.0000	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
65. Have you or sample child's father ever gone to any PAC general meeting?	yes	43.0	8.1	.0001	.0000	IIa
66. Have you or sample child's father ever voted in a PAC election?	yes	29.9	5.1	.0001	.0000	IIa
67. Have you or child's father ever been a member of PAC?	yes	26.8	4.5	.0001	.0000	IIa
a. Have you or child's father ever been an officer of PAC?	yes	9.2	1.5	.0001	.0000	-
68. If a parent had a problem about the schools, do you think PAC would help him solve it?	yes	51.7	15.5	.0001	.0000	-
69. As far as you know, does PAC have anything to say about hiring the following kinds of people?						
a. teachers	yes	21.4	5.4	.0001		-
b. teachers' aides	yes	31.3	7.0	.0001		-
c. parent coordinators	yes	32.2	8.3	.0001		-

Appendix II

This appendix presents the detailed data from the teacher questionnaire at the Follow Through/Non-Follow Through level of aggregation. Tables contain information listed under each of the following headings.

QUESTION. The question and question number are reported as they appeared in the questionnaire booklet, with some exceptions. Where the question itself included extensive introduction or numerous examples, we have paraphrased the question. (Questions where this has been done include: 22, 23, 30, 31, 32, 71, and 72.)

RESPONSE CATEGORY. As explained in the text of this report (pp. 24-26), we have chosen to collapse the data into fewer response categories than were originally included in the question for ease in reporting and comprehending the data. If one category appears, such as "yes," then the proportions reported refer to the percentage who responded "yes." If two categories appear, such as "more + much more," then the proportions reported refer to the percentage who responded either "more" or "much more." If data to be reported are not a proportion (e.g., T 40), then response category will indicate that they are an average.

% FT, % NFT. Unless otherwise indicated, these data will represent percentages based on a Follow Through sample size of 456 and a Non-Follow Through sample size of 547. If the proportion is based on another n, it is indicated beneath the proportion in parentheses (e.g., T 11). In some cases, the data will represent an average number rather than a proportion. This will be indicated by the response category.

p. This is the level of significance of the difference between the proportions or means reported. (As indicated in the text, p. 26. , this should be regarded as a heuristic device, rather than as an exact probability or indication of sampling error.)

χ^2. This represents the significance level of the χ^2 test performed on the contingency table for this same question displaying the distribution over all response categories.

ABT FACTOR. The Abt evaluation (Stebbins, et al., 1977) performed a factor analysis on the teacher questionnaire items. If the item was included in a factor, it is indicated in this column with the factor designated. If it was not included in an Abt factor, it is indicated by two dashes (--).

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
4. What grade is this class?	3rd + combination + ungraded	83.1	84.8	n.s.	n.s.	--
11. If you had your choice, would you teach in Follow Through next year? (Response proportions calculated on basis of those teachers familiar with FT.)	probably yes + definitely yes	82.8 (448)	20.6 (316)	.0001	.0000	V
12. Recognizing that the parent must make the final decision, if a parent asked your opinion, would you advise her to enroll her child in a Follow Through class?	probably yes + definitely yes	85.4 (445)	34.7 (334)	.0001	.0000	V
13. If a friend asked your opinion, would you advise her to teach in a FT class?	probably yes + definitely yes	77.9 (445)	33.0 (334)	.0001	.000	V
22. Programs often differ in the materials and sources available to them. Describe the overall adequacy of the following:						
a. materials and equipment in the classroom	very adequate	48.5	36.0	.0001	.001	
	very inadequate	6.8	8.8	n.s.	.001	
b. medical services	very adequate	46.3	19.0	.0001	.0000	
	very inadequate	5.9	18.8	.0001	.0000	

QUESTION		RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
	c. dental services	very adequate	46.1	13.0	.0001	.0000	--
		very inadequate	8.3	34.0	.0001	.0000	
	d. counseling and guidance	very inadequate	28.1	38.4	.01	.0009	--
	e. psychological services	very inadequate	30.3	41.9	.001	.0000	--
	f. social work services	very inadequate	16.9	28.3	.001	.0000	--
	g. physical facilities	very inadequate	15.4	14.6	n.s.	n.s.	--
	h. library facilities	very inadequate	11.2	9.3	n.s.	n.s.	--
	i. audio-visual and other media services	very inadequate	7.0	9.9	n.s.	n.s.	--
23.	How do you feel about the following:						
	a. your training during this school year	very inadequate					
		very adequate					
	b. staffing in your classroom	very inadequate	10.7	15.4	n.s.	.0001	--
		very adequate	40.6	25.4	.0001	.0001	
	c. financial resources available to the school from all sources	very inadequate	18.9	28.3	.01	.009	--
	d. curriculum specialists and resource persons available to you and the children	very inadequate	19.7	22.1	n.s.	n.s.	--
		very adequate	27.6	25.4	n.s.		

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
26A. Indicate how often each of the following specialists is available to you:						
	never	28.9	32.0	n.s.	n.s.	
a. guidance counselor	daily/weekly	43.0	42.8	n.s.	n.s.	
	never	34.6	37.1	n.s.	.08	
b. child welfare	daily/weekly	16.9	10.2	.05	.08	
	never	11.0	16.8	n.s.	n.s.	
c. psychologist/psychiatrist	daily/weekly	27.6	23.4	n.s.	n.s.	
d. physician (other than psychiatrist)	never	32.7	55.2	.0001	.0000	
	daily/weekly	7.9	5.1	n.s.	.0000	
e. dentist or dental hygienist	never	20.4	45.3	.0001	.0000	
	daily/weekly	6.8	5.5	n.s.	.0000	
	never	1.8	4.0	n.s.	n.s.	
f. nurse	daily/weekly	80.7	78.8	n.s.	n.s.	
	never	3.9	1.8	n.s.	.006	
g. speech teacher/therapist	daily/weekly	79.6	84.6	n.s.	.006	
	never	17.1	26.3	.01	.0000	
h. social worker	daily/weekly	45.6	30.9	.0001	.0000	
	never	16.4	6.0	.001	.0000	
i. reading specialist	daily/weekly	68.6	85.4	.0001	.0000	
	never	46.5	41.7	n.s.	n.s.	
j. math specialist	daily/weekly	34.0	41.0	.05	n.s.	
	never	21.3	17.2	n.s.	n.s.	
k. music teacher	daily/weekly	67.8	73.7	n.s.	n.s.	

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
l. art teacher	never	46.5	41.9	n.s.	n.s.	--
	daily/weekly	37.9	42.0	n.s.	n.s.	
m. physical education teacher	never	28.1	25.2	n.s.	n.s.	--
	daily/weekly	63.2	68.0	n.s.	n.s.	
n. librarian	never	8.3	8.0	n.s.	n.s.	--
	daily/weekly	84.6	86.1	n.s.	n.s.	
o. audio-visual specialist	never	64.0	60.7	n.s.	n.s.	--
	daily/weekly	13.4	17.6	n.s.	n.s.	
p. curriculum specialist/resource teacher/teacher trainer/program assistant	never	11.8	35.5	.0001	.0000	--
	daily/weekly	57.9	31.8	.0001	.0000	
q. English as a second language/bilingual consultant	never	67.3	70.4	n.s.	n.s.	--
	daily/weekly	18.6	17.4	n.s.	n.s.	
r. parent community aide (not volunteer)	never	21.1	50.6	.0001	.0000	--
	daily/weekly	57.7	34.7	.0001	.0000	
27. Below is a list of types of materials with examples of each. Indicate the availability and use of each category:						
a. recreation and large motor development (slides, monkey bars, balls, big wheeled toys, etc.)	available	69.2	68.9	n.s.	n.s.	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
b. housekeeping and dramatic play materials (dolls, dress-up clothes, cooking utensils, trucks, etc.)	available	39.5	24.9	.0001	.0000	
c. sensory-motor development (water, soapsuds, sandbox, large blocks, etc.)	available	47.9	35.1	.0001	.0000	
d. art materials (crayons and coloring books, paint clay, etc.)	available	94.7	91.8	n.s.	n.s.	
e. manual arts and crafts (woodworking tools, sewing and weaving materials, etc.)	available	58.5	46.5	.001	.0000	
f. music and dance (records, musical instruments for children, piano, etc.)	available	86.2	88.6	n.s.	n.s.	
g. language arts--oral (tape recorder, listening centers, language master, language games, etc.)	available	91.5	90.1	n.s.	n.s.	
h. language arts--written (flash cards, printing sets, label makers, typewriters, etc.)	available	82.2	71.4	.001	.003	

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
i. social studies--finding out about how people live (maps, globes, storekeeping equipment, occupational materials, etc.)	available	83.5	80.4	n.s.	n.s.	
j. science--finding out about the natural world (aquarium, ant colonies, magnifying glass, etc.)	available	74.6	72.2	n.s.	n.s.	
k. math (abacus, adding machine, magnetic numbers, number games, etc.)	available	86.0	82.1	n.s.	n.s.	
l. problem solving and categorization (classification games, picture lotto, guessing games, etc.)	available	88.4	82.3	n.s.	n.s.	
m. fine motor skill development (tinker toys, small blocks, peg boards, scissors, etc.)	available	86.9	74.6	.001	.0000	
n. cultural and ethnic development (costumes, craft work, special musical instruments, books, stories, etc.)	available	62.1	57.0	n.s.	n.s.	
o. materials for relaxation or rest (cots, beds, mats, couches, rugs, etc.)	available	35.7	22.8	.0001	.0007	

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
28. Do you have access to a television in your classroom?	yes	60.7	63.3	n.s.	n.s.	--
30. Please indicate how often this class has made field trips or visits to places such as parks and woodlands, museums, libraries, etc.	once a month + once a week	29.1	11.9	.0001	.0000	--
31. How would you rank the following goals for the pupils in this class?	average rank 1-6					
a. helping the child feel important as a person		1.57	1.82	.01	N/A	IV
b. developing enthusiasm for learning		2.81	2.78	n.s.	N/A	--
c. developing basic skills, such as reading, writing, and math		3.78	3.54	.01	N/A	IV
d. developing problem solving and critical thinking		4.64	4.76	n.s.	N/A	IV
e. developing child's ability to work and play cooperatively		3.91	3.82	n.s.	N/A	--
f. helping child to make choices and to become an independent learner		4.25	4.27	n.s.	N/A	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
32. Teachers' classroom descriptions:	average on likert scale					
a. children work independently vs. children work under adult supervision	1=independent 5=supervised	2.83	2.98	.05	N/A	II
b. children gather information on their own vs. teacher imparts information and provides demonstrations	1=teacher imparts 5=children gather	2.70	2.53	.05	N/A	I
c. children initiate interactions with adults vs. adults initiate interactions with children	1=adults initiate 5=children initiate	2.93	2.79	.05	N/A	I
d. emphasis is on emotional needs vs. emphasis is on subject matter	1=emotional needs 5=subject matter	2.80	3.03	.01	N/A	--
e. undesired behavior is corrected vs. undesired behavior is ignored	1=corrected 5=ignored	2.17	1.94	.01	N/A	--
f. various activities take place at the same time vs. all the class engaged in the same activity	1=various activities 5=same activity	1.81	2.24	.0001	N/A	III
g. lesson plan is flexible vs. lesson plan is followed closely	1=followed 5=flexible	3.90	3.97	n.s.	N/A	I
h. work and play are not distinguished vs. work and play are distinguished	1=distinguished 5=not distinguished	2.65	2.48	.05	N/A	I

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
i. children choose their own activities and materials vs. teaching staff determines activities and materials	1=children choose 5=teaching staff determines	3.14	3.52	.0001	N/A	II
j. individual needs dominant vs. group needs dominant	1=individual 5=group	2.34	2.64	.0001	N/A	III
k. children interact freely with each other vs. children do not interact freely with each other	1=interact freely 5=do not interact freely	1.87	2.13	.0001	N/A	II
l. praise and approval given for specific accomplishments vs. given without regard to specific accomplishments	1=for specific accomplishments 5=without regard	2.15	2.27	n.s.	N/A	--
m. children change places freely vs. children have assigned seats	1=change freely 5=assigned seats	2.60	3.21	.0001	N/A	II
33. Indicate how often you yourself take part in the following activities:						
a. work with small groups in reading, writing, math, etc.	very often	95.0	90.3	n.s.	.01	III
b. work with small groups in art, music, drama, etc.	very often	27.9	13.0	.0001	.000	III
c. work with whole class in reading, writing, math, etc.	very often	26.8	42.0	.0001	.000	III

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
d. work with whole class in art, music, drama, etc.	very often	23.2	35.1	.001	.007	III
e. work with individual children in reading, writing, math, etc.	very often	75.0	63.4	.001	.01	III
f. work with individual children in art, music, drama, etc.	very often	18.4	10.4	.05	.000	III
g. frequently teacher helps children get along with one another	very often	91.7	91.8	n.s.	n.s.	--
h. frequently teacher helps children feel more sure of themselves	very often	91.9	90.1	n.s.	n.s.	--
i. prepare materials for bulletin boards, seat work, etc.	very often	71.3	87.0		.000	--
j. keep attendance records, collect the milk money, call the roll, set out materials, etc.	very often	67.1	89.4		.000	--
k. supervise children during lunch, on the playground, on field trips, etc.	very often	54.8	52.1	n.s.	n.s.	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
l. serve or help serve food or snacks, clean up after lunch, etc.	very often	17.3	9.9		.0000	--
m. help develop and plan learning activities	very often	94.1	89.4		n.s.	--
n. keep order in class	very often	92.3	96.0	n.s.	n.s.	--
o. how often teacher visits or meets with parents at school or in their homes	very often	47.8	44.6	n.s.	n.s.	--
34. Thinking of this class as a whole, how satisfied are you with the overall growth these pupils made in school this year?	very satisfied	29.4	28.5	n.s.	n.s.	--
35. Thinking of this class as a whole, how satisfied are you with the overall progress of these pupils in each of the following areas:						
a. reading, or reading readiness	very satisfied	32.7	33.5	n.s.	n.s.	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
b. math or number concepts	very satisfied	22.6	21.1	n.s.	n.s.	--
c. ability to get along with others	very satisfied	16.9	16.6	n.s.	n.s.	--
d. understanding and appreciation of the child's own cultural heritage	very satisfied	20.8	16.5	n.s.	n.s.	--
e. self-confidence and self-worth	very satisfied	27.2	22.3	n.s.	n.s.	--
f. interest in school	very satisfied	33.3	29.3	n.s.	n.s.	--
36. What kind of work do you think your class as a whole will do next year, compared to other classes of the same grade?	well above well below	16.2 8.8	15.4 9.7	n.s.	n.s.	--
37. In your opinion, how much influence does each of the following have over what happens in your classroom?						
a. you (teacher)	a great deal	91.7	90.9	n.s.	n.s.	--
b. other teaching staff in your classroom	a great deal	46.9	16.8	.0001	.0000	--
c. teaching staff in the school as a whole	a great deal	10.1	11.5	n.s.	n.s.	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
d. principal	a great deal	22.8	27.6	n.s.	n.s.	--
e. district administration	a great deal	10.5	10.4	n.s.	n.s.	--
f. parents	a great deal	24.3	22.5	n.s.	n.s.	--
g. Follow Through sponsor	a great deal	29.6	N/A			
	some	49.3				
	none	7.2				
38. In your opinion, how much influence does each of the following have over the hiring and firing of teachers?						
a. you (teacher)	some + great deal	11.9	10.8	n.s.	n.s.	--
b. other teaching staff in your classroom	some + great deal	14.7	8.8	n.s.	n.s.	--
c. teaching staff in the school as a whole	some + great deal	17.8	19.6	n.s.	n.s.	--
d. principal	some + great deal	86.1	84.1	n.s.	n.s.	--
e. district administration	some + great deal	86.0	85.7	n.s.	n.s.	--
f. parents	some + great deal	45.9	38.8	.05	.03	--
g. Follow Through sponsor	some + great deal	32.0				
	none	37.3	N/A			

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
39. In your opinion, what is the attitude of each of the following toward the teaching approach you are using this year?						
a. other teaching staff in your classroom	supportive	85.3	59.2	.0001	.0000	--
b. teaching staff in your school as a whole	supportive	46.9	58.3	.001	.0000	--
c. principal	supportive	79.6	82.6	n.s.	n.s.	--
d. district administration	supportive	45.2	45.5	n.s.	n.s.	--
e. parents	supportive	71.9	72.6	n.s.	n.s.	--
40. During this school year, how many homes of different children in this class did you visit at least once?	average over teachers	4.9020 (449)	1.8296 (540)	.0001	N/A	--
41. On the average, how many visits did you yourself make to each of these homes?	more than one	38.7 (230)	30.3 (178)	.01	.0000	--
43. How many children in this class had some parent come to school to talk with you at least once this year?	average over teachers	18.4664 (446)	19.4916 (537)	.05	N/A	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
44. Over the year, what was the average number of times a parent of the same child visited your class?	more than three	18.6	9.2	.01	.001	--
45. Approximately how many of these visits were made on the parent's own initiative?	over half	57.4	47.6	.01	.0000	--
46. During this school year, how many children in this class had either parent serve as a volunteer in the classroom at least once?	average over teachers	3.5831 (451)	1.9466 (543)	.0001	N/A	--
47. Over this school year, what was the average number of occasions these parents served as volunteers?	average over teachers	5.3531 (320)	5.4508 (264)	n.s.	N/A	--
48. Were any classes or meetings held for parents on the principles of child development?	yes	50.7	23.8	.0001	.0000	--
49. If yes, how many children on the current class roll had either parent attend at least one of these classes or meetings?	average number over teachers who said yes	5.8223 (206)	6.7350 (117)	n.s.	N/A	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
51. Does your school have a Policy Advisory Board (PAC) or other committee for parents?	yes	93.6	50.8	.0001	.0000	--
52. If yes, to what extent does the parent committee participate in any of the following activities (based on all teachers):						
a. making decisions about the school program in general	some + great deal	60.1	32.0	.0001	.0000	--
b. making decisions about the school budget	some + great deal	40.5	17.9	.0001	.0000	--
c. helping to select teachers	some + great deal	25.2	5.3	.0001	.0000	--
d. designing meetings or workshops of interest to parents	some + great deal	73.7	31.3	.0001	.0000	--
e. planning and conducting social activities for parents	some + great deal	78.5	33.8	.0001	.0000	--
f. mobilizing support for the school program in the community	some + great deal	73.3	38.5	.0001	.0000	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
52'. Same questions as above, but with response percentages calculated on basis of number of teachers reporting that their schools have PAC (FT n = 421; NFT n = 273):						
a. making decisions about school program	some + great deal	65.1	64.1	n.s.	n.s.	--
b. making decisions about the school budget	some + great deal	43.9	35.9	.05	.0483	--
c. helping to select teachers	some + great deal	27.3	10.6	.0001	.0000	--
d. designing meetings or workshops for parents	some + great deal	79.8	62.6	.0001	.0000	--
e. planning and conducting social activities for parents	some + great deal	85.0	67.8	.0001	.0000	--
f. mobilizing support for the school program	some + great deal	79.3	77.3	n.s.	n.s.	--
53. Parents may be involved in the school program in many different ways. How important do you think it is for parents to:	average on likert scale					
a. meet the teaching staff	5=important 1=unimportant	4.84	4.80	n.s.	N/A	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
b. participate in the school's learning activities by helping with story time, field-trips, or making materials, etc.	5=important 1=unimportant	4.35	4.24	n.s.	N/A	--
c. share their thoughts, feelings, and ideas about the program with the teaching staff	5=important 1=unimportant	4.46	4.26	.01	N/A	--
d. share their special cultural or ethnic background with the children	5=important 1=unimportant	4.54	4.35	.05	N/A	--
e. help clean up after lunch or snack	5=important 1=unimportant	2.30	2.40	n.s.	N/A	--
f. reinforce at home what children are doing and learning in school	5=important 1=unimportant	4.84	4.81	n.s.	N/A	--
g. participate in making decisions about the school program through the appropriate policy-making boards	5=important 1=unimportant	4.11	3.84	.001	N/A	-- --
h. help supervise children on the playground	5=important 1=unimportant	3.07	3.10	n.s.	N/A	--
i. participate in making decisions about school budget through appropriate policy-making boards	5=important 1=unimportant	3.67	3.42	.001	N/A	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
j. help in selecting teacher assistants	5=important 1=unimportant	2.87	2.33	.0001	N/A	--
k. participate in workshops or study groups of special interest to parents themselves	5=important 1=unimportant	4.58	4.29	.001	N/A	--
l. attend workshops designed to interpret the school program to parents	5=important 1=unimportant	4.66	4.44	.01	N/A	--
m. plan and conduct social activities for parents themselves	5=important 1=unimportant	4.08	3.57	.0001	N/A	--
n. work with non-involved parents to inform them of the school program	5=important 1=unimportant	4.50	4.28	.01	N/A	--
o. work with other agencies in the community to enlist support for the school	5=important 1=unimportant	4.56	4.35	.01	N/A	--
54. Overall, how much parent involvement has there been in the class this year?	a great deal none	13.4 9.4	7.1 20.1	.05 .001	.0000 .0000	--
55. What do you think has been the effect of parent involvement this year on each of the following:	average on likert scale					
a. you as a teacher	5=helpful 1=harmful	3.97	3.94	n.s.	N/A	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
b. academic and social development of your children	5=helpful 1=harmful	3.74	3.71	n.s.	N/A	--
c. community support for the school program	5=helpful 1=harmful	3.83	3.74	n.s.	N/A	--
56. Are you male or female?	female	92.8	94.5	n.s.	n.s.	--
58. Are you (ethnic group)	Negro/Black	30.0	23.8	.05	.0000	--
	Caucasian/White	62.1	72.4	.01	.0000	--
59. Not counting pay for overtime or extra duties, what will be your gross salary for the 1974-1975 school year?	>$10,000	62.9	65.6	n.s.	n.s.	--
63. What is the highest level of education you will have completed by the end of the school year (June 1975)?	Master's degree or above	20.0	21.9	n.s.	n.s.	--
69. By June 1975, how many school years will you have taught in this Follow Through approach?	>2	64.6	N/A	N/A	N/A	--

QUESTION	RESPONSE CATEGORY	%FT	%NFT	p	χ^2	ABT FACTOR
70. How much has Follow Through changed your approach to teaching?	much + very much	60.5 (445)	.6 (334)	.0001	.000	--
71. If you had your choice would you continue to use the sponsor's approach you are using to the same extent you do now?	continue + continue but alter slightly	85.8 (445)	8.1 (334)	.0001	.000	V
72. Which of the following comes closest to describing how you feel overall about the Follow Through approach you are using this year?	average on likert scale					
a. easy or difficult for me to understand	5=easy 1=difficult	4.29	N/A			--
b. suits or doesn't suit my teaching style	5=suits 1=doesn't suit	3.96	N/A			V
c. requires much or little extra work on my part	5=little 1=much	2.36	N/A			--
d. meets or does not meet the learning needs of my pupils	5=meets 1=doesn't meet	3.92	N/A			V
73. How long did it take you to become comfortable with most of the Follow Through approach you are using this year?	several months + more than a year + never did (i.e., several months or longer)	44.4	N/A			--

Appendix III

This appendix presents the detailed data from the parent interview at the sponsor level of aggregation. Tables contain information listed under each of the following headings.

QUESTION. The question and question number are reported as they appeared in the interview booklet, with some exceptions. Where parents were asked to do Q sorts, where the question itself included all the response categories, or where the question was one of a series, we have paraphrased the question. (These questions include: 51, 54 a-i, 56 a-i, 59, 61, and 62.) The child's name was used in place of "sample child" wherever it appears.

Each chart represents the responses for one question or sub-question.

RESPONSE CATEGORY. As explained in the text of this report (pp. 24-26), we have chosen to collapse the data into fewer response categories than were originally included in the question, for ease in reporting and interpreting the data. If one category appears, such as "yes," then the proportions reported refer to the percentage who responded "yes," If two categories appears, such as "more + much more," then the proportions reported refer to the percentage who responded either "more" or "much more."

SIGNIFICANT COMPARISONS. These comparisons are discussed in more detail in the text of this report (pp. 51-54). For all comparisons, a one-tailed test of significance was performed. An asterisk (*) signifies that the Follow Through sponsor proportion is significantly (statistically) greater than the proportion with which it is being compared.

Local refers to the comparison between the sponsor FT proportion and the NFT comparison group for that sponsor. The sponsor FT proportion is listed in the right-hand column. The difference between the FT and NFT sponsor proportions is listed in this column in parentheses for significant differences only.

NFT refers refers to the comparison between the sponsor FT proportion and the overall NFT proportion. As above, the sponsor FT proportion is listed in the right-hand column and the overall NFT proportion is presented at the bottom of the NFT column.

FT refers to the comparison between the sponsor FT proportion and the overall FT proportion. As above, the sponsor FT proportion is listed in the right-hand column and the overall FT proportion is presented at the bottom of the FT column.

Site refers to the criteria that all FT sponsor site proportions be above the overall NFT proportion. The overall NFT proportion is repeated at the bottom of this column. An asterisk (*) in this column indicates that all sites for that sponsor met this criterion. (Statistical significance is not indicated for this criterion.)

QUESTION: Parent 22a--Does sample child get a hot lunch free or at a reduced price?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development	* (25)	*			84.2
University of Arizona	* (36)	*			77.1
Bank Street College of Education	* (12)	*			78.7
University of Oregon	* (29)	*			88.5
University of Kansas		*		*	85.2
High/Scope Foundation	* (22)	*			91.5
University of Florida (University of North Carolina)	* (25)	*			75.7
Education Development Center	* (27)	*			87.1
Southwest Educational Development Laboratory	* (14)	*		*	88.0
Two to Four Sites					
Northeastern Illinois University		*	*	*	99.1
California State Department of Education		*	*	*	99.2
University of Pittsburgh	* (34)				68.1
Fordham University		*	*	*	96.6
University of North Dakota	* (37)				52.9
One Site					
Clark College		*	*	*	100.0
		63.2	84.3	63.2	

QUESTION: Parent 22b--Does sample child get medical care free or at a reduced price?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (19)	*			56.9
University of Arizona	* (36)	*			60.7
Bank Street College of Education	* (21)	*	*	*	74.0
University of Oregon	* (28)	*			68.7
University of Kansas	* (27)	*		*	71.3
High/Scope Foundation	* (24)	*			71.5
University of Florida (University of North Carolina)	* (37)	*			64.2
Education Development Center	* (19)	*			56.5
Southwest Educational Development Laboratory	* (26)	*			59.6
Two to Four Sites					
Northeastern Illinois University	* (17)	*	*	*	85.8
California State Department of Education		*			58.5
University of Pittsburgh	* (32)				49.6
Fordham University		*	*	*	79.7
University of North Dakota	* (35)				45.6
One Site					
Clark College		*	*	*	95.8
		40.3	64.6	40.3	

QUESTION: Parent 22c--Does sample child get dental care free or at a reduced price?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT Percent
More Than Four Sites	Local	NFT	FT	Site	
Far West Laboratory for Educational Research and Development	* (28)	*			67.5
University of Arizona	* (37)	*			65.2
Bank Street College of Education	* (41)	*			78.0
University of Oregon	* (36)	*	*	*	78.6
University of Kansas	* (29)	*		*	73.0
High/Scope Foundation	* (36)	*	*	*	81.5
University of Florida (University of North Carolina)	* (44)	*		*	70.9
Education Development Center	* (27)	*			66.0
Southwest Educational Development Laboratory	* (30)	*		*	63.9
Two to Four Sites					
Northeastern Illinois University	* (19)	*	*	*	90.3
California State Department of Education		*		*	63.4
University of Pittsburgh	* (33)	*			54.0
Fordham University	* (16)	*	*	*	91.5
University of North Dakota	* (41)	*		*	51.5
One Site					
Clark College	* (23)	*	*	*	95.8
		40.0	70.8	40.0	

QUESTION: Parent 25--In general, how satisfied are you with sample child's progress in school?

RESPONSE CATEGORY: Very satisfied

	Significant Comparisons				Sponsor FT Percent
	Local	NFT	FT	Site	
More Than Four Sites					
Far West Laboratory for Educational Research and Development		*			62.7
University of Arizona		*			65.2
Bank Street College of Education	* (18)	*			66.1
University of Oregon		*			66.4
University of Kansas					60.8
High/Scope Foundation					49.2
University of Florida (University of North Carolina)	* (11)	*			63.5
Education Development Center					53.7
Southwest Educational Development Laboratory		*		*	63.3
Two to Four Sites					
Northeastern Illinois University	* (20)	*			65.5
California State Department of Education					58.5
University of Pittsburgh					57.5
Fordham University					50.8
University of North Dakota		*		*	67.6
One Site					
Clark College	* (25)			*	66.7
		54.9	61.2	54.9	

QUESTION: Parent 28--In general, how does sample child feel about going to school each day?

RESPONSE CATEGORY: Very eager to go

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*		*	67.9
University of Arizona	* (11)				61.7
Bank Street College of Education	* (10)				59.8
University of Oregon					58.0
University of Kansas					59.5
High/Scope Foundation					59.2
University of Florida (University of North Carolina)					59.5
Education Development Center	* (12)				61.9
Southwest Educational Development Laboratory		*			63.9
Two to Four Sites					
Northeastern Illinois University		*	*		74.3
California State Department of Education		*		*	70.7
University of Pittsburgh					56.6
Fordham University		*		*	71.2
University of North Dakota					51.5
One Site					
Clark College		*	*	*	87.5
		55.2	62.8	55.2	

QUESTION: Parent 37 (41--NFT)--What are the things you like (most) about Follow Through (your child's school)?

RESPONSE CATEGORY: (10) Reading, writing, counting

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					14.9
University of Arizona					15.0
Bank Street College of Education					11.8
University of Oregon	* (22)	*	*		41.9
University of Kansas	* (15)	*	*		25.7
High/Scope Foundation					13.1
University of Florida (University of North Carolina)					8.2
Education Development Center					10.9
Southwest Educational Development Laboratory					15.6
Two to Four Sites					
Northeastern Illinois University					15.1
California State Department of Education					14.6
University of Pittsburgh					15.1
Fordham University				*	25.5
University of North Dakota					13.2
One Site					
Clark College	* (24)			*	33.4
		16.55	17.23	16.55	

QUESTION: Parent 37 (41--NFT)--What are the things you like (most) about Follow Through (your child's school)?

RESPONSE CATEGORY: (11) Field trips

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (20)	*	*	*	27.3
University of Arizona	* (10)	*		*	17.0
Bank Street College of Education	* (18)	*		*	21.2
University of Oregon		*			13.8
University of Kansas					11.4
High/Scope Foundation	* (17)	*	*		27.0
University of Florida (University of North Carolina)	* (19)	*		*	25.0
Education Development Center	* (15)	*		*	19.0
Southwest Educational Development Laboratory		*			13.2
Two to Four Sites					
Northeastern Illinois University	* (31)	*	*	*	36.3
California State Department of Education	* (17)	*		*	24.4
University of Pittsburgh					8.0
Fordham University	* (18)	*	*	*	30.6
University of North Dakota				*	8.8
One Site					
Clark College				*	16.7
		5.74	19.69	5.74	

QUESTION: Parent 37 (41--NFT)--What are the things you like (most) about Follow Through (your child's school)?

RESPONSE CATEGORY: (21) Learn more, better prepared academically

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development				*	14.8
University of Arizona					14.0
Bank Street College of Education		*		*	16.5
University of Oregon	* (22)	*	*	*	32.8
University of Kansas	* (20)	*	*		28.6
High/Scope Foundation	* (10)	*			16.9
University of Florida (University of North Carolina)					6.8
Education Development Center					10.3
Southwest Educational Development Laboratory					9.6
Two to Four Sites					
Northeastern Illinois University	* (15)	*		*	21.2
California State Department of Education		*			19.6
University of Pittsburgh				*	17.8
Fordham University		*		*	18.7
University of North Dakota					4.5
One Site					
Clark College				*	20.8
		8.41	17.08	8.41	

QUESTION: Parent 37 (41--NFT)--What are the things you like (most) about Follow Through (your child's school)?

RESPONSE CATEGORY: (23) All other teaching methods**

	Significant Comparisons				Sponsor FT Percent
More Than Four Sites	Local	NFT	FT	Site	
Far West Laboratory for Educational Research and Development	* (29)	*		*	52.5
University of Arizona	* (25)	*	*	*	55.2
Bank Street College of Education	* (35)	*	*	*	62.6
University of Oregon	* (27)	*			43.6
University of Kansas	* (36)	*		*	52.7
High/Scope Foundation	* (12)	*			39.1
University of Florida (University of North Carolina)	* (14)	*			38.5
Education Development Center	* (22)	*		*	50.4
Southwest Educational Development Laboratory					27.7
Two to Four Sites					
Northeastern Illinois University	* (24)	*			39.8
California State Department of Education	* (23)	*		*	44.7
University of Pittsburgh	* (14)	*		*	53.0
Fordham University					23.8
University of North Dakota	* (31)	*	*		61.9
One Site					
Clark College					20.8
		23.5	46.6	23.5	

** Includes "afternoon tutoring sessions," "work at own speed," "smaller classes," "individual attention," and "progressive new teaching methods."

QUESTION: Parent 37 (41--NFT)--What are the things you like (most) about Follow Through (your child's school)?

RESPONSE CATEGORY: (40) Food at school

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*			21.5
University of Arizona					12.5
Bank Street College of Education					14.1
University of Oregon					9.9
University of Kansas					17.7
High/Scope Foundation					17.7
University of Florida (University of North Carolina)		*			20.9
Education Development Center	* (11)	*			24.4
Southwest Educational Development Laboratory	* (11)	*			24.6
Two to Four Sites					
Northeastern Illinois University				*	21.3
California State Department of Education					16.3
University of Pittsburgh					17.7
Fordham University					15.3
University of North Dakota				*	16.2
One Site					
Clark College					12.6
		12.85	18.09	12.85	

QUESTION: Parent 37 (41--NFT)--What are the things you like (most) about Follow Through (your child's school)?

RESPONSE CATEGORY: (41) Medical, dental services

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*			11.0
University of Arizona		*			9.0
Bank Street College of Education					4.0
University of Oregon	* (19)	*			20.6
University of Kansas	* (15)	*			16.0
High/Scope Foundation	* (20)	*			20.8
University of Florida (University of North Carolina)	* (29)	*	*		31.1
Education Development Center	* (16)	*			19.1
Southwest Educational Development Laboratory	* (25)	*	*	*	31.3
Two to Four Sites					
Northeastern Illinois University	* (14)	*			14.2
California State Department of Education	* (19)	*			20.3
University of Pittsburgh	* (15)	*		*	16.8
Fordham University	* (15)	*			17.0
University of North Dakota	* (23)	*			25.0
One Site					
Clark College					0.0
		1.51	17.59	1.51	

QUESTION: Parent 37 (41--NFT)--What are the things you like (most) about Follow Through (your child's school)?

RESPONSE CATEGORY: (60) Parent participation

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*		*	25.5
University of Arizona	* (14)	*		*	23.0
Bank Street College of Education	* (13)	*			25.2
University of Oregon					15.3
University of Kansas					16.5
High/Scope Foundation				*	16.9
University of Florida (University of North Carolina)	* (37)	*	*	*	47.4
Education Development Center					15.6
Southwest Educational Development Laboratory		*			18.6
Two to Four Sites					
Northeastern Illinois University					11.5
California State Department of Education	* (18)	*		*	28.4
University of Pittsburgh					9.7
Fordham University		*		*	22.1
University of North Dakota		*		*	23.5
One Site					
Clark College	* (28)	*		*	41.6
		10.29	21.74	10.29	

QUESTION: Parent 46--Do you work in any school--either as a volunteer or for pay?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (11)	*		*	28.2
University of Arizona					18.9
Bank Street College of Education	* (25)	*			29.9
University of Oregon					19.8
University of Kansas	* (12)	*			23.6
High/Scope Foundation	* (16)	*			23.8
University of Florida (University of North Carolina)	* (18)	*		*	30.4
Education Development Center		*		*	23.8
Southwest Educational Development Laboratory	* (30)	*	*	*	44.6
Two to Four Sites					
Northeastern Illinois University	* (27)	*	*	*	40.7
California State Department of Education	* (20)	*		*	32.5
University of Pittsburgh					20.4
Fordham University		*		*	27.1
University of North Dakota	* (22)	*	*	*	38.2
One Site					
Clark College				*	16.7
		13.2	27.9	13.2	

QUESTION: Parent 47--Since the beginning of this school year, have you or sample child's father gone to watch your child's class while the class was going on?

RESPONSE CATEGORY: Yes + yes, work in child's classroom

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (31)	*		*	58.3
University of Arizona		*			47.8
Bank Street College of Education	* (15)	*	*		61.4
University of Oregon					39.7
University of Kansas					39.3
High/Scope Foundation	* (13)	*			55.3
University of Florida (University of North Carolina)	* (28)	*	*	*	64.9
Education Development Center		*		*	58.5
Southwest Educational Development Laboratory	* (18)	*			47.6
Two to Four Sites					
Northeastern Illinois University	* (43)	*	*	*	69.9
California State Department of Education	* (27)	*	*	*	69.9
University of Pittsburgh					30.0
Fordham University		*		*	52.5
University of North Dakota					33.8
One Site					
Clark College		*	*	*	75.0
		38.4	52.4	38.4	

QUESTION: Parent 49--Since the beginning of the school year, have you yourself gone to school to talk with the child's teacher?

RESPONSE CATEGORY: Yes + yes, work in child's classroom

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					86.6
University of Arizona					81.1
Bank Street College of Education					82.7
University of Oregon					82.4
University of Kansas					75.1
High/Scope Foundation					76.9
University of Florida (University of North Carolina)					82.4
Education Development Center					79.6
Southwest Educational Development Laboratory					81.9
Two to Four Sites					
Northeastern Illinois University		*	*	*	92.9
California State Department of Education					80.4
University of Pittsburgh					88.5
Fordham University					74.6
University of North Dakota					82.3
One Site					
Clark College				*	87.5
		82.5	82.0	82.5	

QUESTION: Parent 51(1)--Since the beginning of the school year, has the child's teacher come to your home to talk with you?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*			15.3
University of Arizona	* (32)	*	*		34.3
Bank Street College of Education					.8
University of Oregon					6.9
University of Kansas					1.7
High/Scope Foundation	* (10)	*			13.1
University of Florida (University of North Carolina)	* (11)	*			16.2
Education Development Center					6.1
Southwest Educational Development Laboratory		*			15.1
Two to Four Sites					
Northeastern Illinois University					8.0
California State Department of Education	* (20)	*	*		36.6
University of Pittsburgh					.9
Fordham University					0.0
University of North Dakota					4.4
One Site					
Clark College					0.0
		4.4	12.4	4.4	

QUESTION: Parent 51(2)--Has the teacher's aide come to your home to talk with you?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					8.1
University of Arizona	* (20)	*			20.9
Bank Street College of Education					3.9
University of Oregon					.8
University of Kansas					.8
High/Scope Foundation	* (16)	*			18.5
University of Florida (University of North Carolina)	* (69)	*	*	*	70.9
Education Development Center					4.1
Southwest Educational Development Laboratory		*		*	10.8
Two to Four Sites					
Northeastern Illinois University					5.3
California State Department of Education	* (16)	*			17.1
University of Pittsburgh					2.7
Fordham University					6.8
University of North Dakota				*	5.9
One Site					
Clark College	* (75)	*	*	*	75.0
		1.0	13.8	1.0	

QUESTION: Parent 52--Since the beginning of the school year, have you gone to talk with anyone from sample child's school besides the teacher, either at school or someplace else?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*		*	34.9
University of Arizona					22.9
Bank Street College of Education		*	*		37.0
University of Oregon					19.8
University of Kansas					25.7
High/Scope Foundation					26.9
University of Florida (University of North Carolina)					27.0
Education Development Center	* (11)	*			32.7
Southwest Educational Development Laboratory		*			35.5
Two to Four Sites					
Northeastern Illinois University	* (17)	*			34.5
California State Department of Education					16.3
University of Pittsburgh					23.0
Fordham University					28.8
University of North Dakota				*	36.8
One Site					
Clark College					20.8
		23.9	28.4	23.9	

QUESTION: Parent 54a--How much has the school made your child feel sure of himself?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					51.2
University of Arizona					49.3
Bank Street College of Education		*			57.5
University of Oregon					47.3
University of Kansas					46.4
High/Scope Foundation					47.7
University of Florida (University of North Carolina)	* (18)	*			54.1
Education Development Center					51.7
Southwest Educational Development Laboratory		*	*	*	59.6
Two to Four Sites					
Northeastern Illinois University					46.9
California State Department of Education					48.0
University of Pittsburgh	* (16)			*	52.2
Fordham University					44.1
University of North Dakota					44.1
One Site					
Clark College				*	54.2
		45.6	50.5	45.6	

QUESTION: Parent 54b--How much has the school helped your child to get along with others?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT Percent
More Than Four Sites	Local	NFT	FT	Site	
Far West Laboratory for Educational Research and Development					61.2
University of Arizona					56.2
Bank Street College of Education	* (10)	*	*	*	69.3
University of Oregon					56.5
University of Kansas					56.1
High/Scope Foundation	* (13)	*			65.4
University of Florida (University of North Carolina)	* (19)	*	*		68.2
Education Development Center					60.5
Southwest Educational Development Laboratory					60.8
Two to Four Sites					
Northeastern Illinois University					54.0
California State Department of Education					61.8
University of Pittsburgh					54.9
Fordham University					62.7
University of North Dakota					48.5
One Site					
Clark College				*	66.7
		55.1	60.0	55.1	

QUESTION: Parent 54c--How much has the school helped your child like to do school work?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT Percent
	Local	NFT	FT	Site	
More Than Four Sites					
Far West Laboratory for Educational Research and Development				*	63.6
University of Arizona					64.7
Bank Street College of Education		*			67.7
University of Oregon		*			66.4
University of Kansas		*			66.7
High/Scope Foundation					53.8
University of Florida (University of North Carolina)	* (17)	*			70.3
Education Development Center					53.1
Southwest Educational Development Laboratory					64.5
Two to Four Sites					
Northeastern Illinois University		*	*	*	75.2
California State Department of Education					61.0
University of Pittsburgh					59.3
Fordham University					64.4
University of North Dakota					60.3
One Site					
Clark College		*		*	79.2
		57.7	64.0	57.7	

QUESTION: Parent 54d--How much has the school taught your child to think and understand?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					63.6
University of Arizona					65.2
Bank Street College of Education		*			68.5
University of Oregon	* (17)	*	*	*	74.0
University of Kansas					62.4
High/Scope Foundation	* (11)	*			71.5
University of Florida (University of North Carolina)	* (16)				65.5
Education Development Center					63.9
Southwest Educational Development Laboratory		*			66.9
Two to Four Sites					
Northeastern Illinois University	* (15)				67.3
California State Department of Education					66.7
University of Pittsburgh					65.5
Fordham University					49.2
University of North Dakota					51.5
One Site					
Clark College	* (37)	*	*	*	83.3
		59.4	65.5	59.4	

QUESTION: Parent 54e--How much has the school taught your child reading?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					73.7
University of Arizona					75.1
Bank Street College of Education					75.6
University of Oregon					74.0
University of Kansas					76.8
High/Scope Foundation					67.7
University of Florida (University of North Carolina)	* (12)				80.4
Education Development Center					66.0
Southwest Educational Development Laboratory					77.1
Two to Four Sites					
Northeastern Illinois University				*	82.3
California State Department of Education					77.2
University of Pittsburgh					81.4
Fordham University					67.8
University of North Dakota					76.5
One Site					
Clark College					62.5
		74.2	75.1	74.2	

QUESTION: Parent 54f--How much has the school taught your child [illegible] and arts and crafts

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development					37.8
University of Arizona		*			48.8
Bank Street College of Education		*			50.4
University of Oregon		*			47.3
University of Kansas					38.4
High/Scope Foundation	* (13)				45.4
University of Florida (University of North Carolina)	* (20)	*			48.6
Education Development Center		*		*	51.0
Southwest Educational Development Laboratory					35.5
Two to Four Sites					
Northeastern Illinois University	* (19)	*		*	52.2
California State Department of Education					37.4
University of Pittsburgh		*		*	53.1
Fordham University					40.7
University of North Dakota		*	*	*	55.9
One Site					
Clark College				*	45.8
		39.5	44.9	39.5	

QUESTION: Parent 54g--How much has the school taught your child numbers and arithmetic?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT Percent
	Local	NFT	FT	Site	
More Than Four Sites					
Far West Laboratory for Educational Research and Development					72.7
University of Arizona					77.1
Bank Street College of Education					78.0
University of Oregon		*	*	*	84.7
University of Kansas		*		*	81.9
High/Scope Foundation					73.1
University of Florida (University of North Carolina)	* (13)			*	79.7
Education Development Center					68.0
Southwest Educational Development Laboratory					73.5
Two to Four Sites					
Northeastern Illinois University	* (17)				79.6
California State Department of Education					74.0
University of Pittsburgh					77.0
Fordham University					67.8
University of North Dakota				*	82.4
One Site					
Clark College				*	75.0
		72.4	76.6	72.4	

QUESTION: Parent 54h--How much has the school taught your child about his community through field trips and other activities

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (18)	*		*	53.6
University of Arizona	* (22)	*	*	*	65.7
Bank Street College of Education	* (29)	*	*	*	73.2
University of Oregon	* (12)	*			45.8
University of Kansas	* (12)	*			45.6
High/Scope Foundation	* (22)	*		*	56.2
University of Florida (University of North Carolina)	* (28)	*		*	63.5
Education Development Center	* (22)	*		*	57.1
Southwest Educational Development Laboratory	* (12)	*			54.2
Two to Four Sites					
Northeastern Illinois University	* (21)	*	*	*	66.4
California State Department of Education	* (25)	*		*	59.3
University of Pittsburgh	* (17)				45.1
Fordham University		*		*	57.6
University of North Dakota		*		*	47.1
One Site					
Clark College	* (31)	*		*	58.3
		37.1	56.4	37.1	

QUESTION: Parent 54i--How much has the school helped your child to make choices on his own?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (19)	*		*	52.6
University of Arizona		*		*	52.2
Bank Street College of Education	* (19)	*			56.7
University of Oregon	* (21)	*	*	*	60.3
University of Kansas					44.3
High/Scope Foundation	* (12)	*		*	54.6
University of Florida (University of North Carolina)	* (13)	*			50.0
Education Development Center	* (13)	*			53.7
Southwest Educational Development Laboratory		*			49.4
Two to Four Sites					
Northeastern Illinois University		*			48.7
California State Department of Education					47.2
University of Pittsburgh					37.2
Fordham University					39.0
University of North Dakota					44.1
One Site					
Clark College	* (26)			*	54.2
		38.4	50.0	38.4	

QUESTION: Parent 55--In general, how helpful has school been to sample child?

RESPONSE CATEGORY: Extremely helpful

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development					34.4
University of Arizona					32.3
Bank Street College of Education	* (11)	*	*		48.8
University of Oregon		*			41.2
University of Kansas	* (10)				35.0
High/Scope Foundation					26.9
University of Florida (University of North Carolina)	* (17)	*			40.5
Education Development Center					34.0
Southwest Educational Development Laboratory					36.7
Two to Four Sites					
Northeastern Illinois University	* (21)	*	*	*	47.8
California State Department of Education					32.5
University of Pittsburgh					31.0
Fordham University					37.3
University of North Dakota				*	32.4
One Site					
Clark College	* (36)	*		*	50.0
		29.3	36.4	29.5	

QUESTION: Parent 56a--How much has the school helped you to learn about your child's teaching program?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development	* (13)	*		*	58.9
University of Arizona	* (18)	*			55.2
Bank Street College of Education	* (32)	*	*	*	67.7
University of Oregon	* (18)	*	*	*	68.7
University of Kansas	* (17)	*			57.4
High/Scope Foundation	* (17)	*		*	56.2
University of Florida (University of North Carolina)	* (28)	*		*	64.9
Education Development Center		*			51.0
Southwest Educational Development Laboratory	* (11)	*		*	60.2
Two to Four Sites					
Northeastern Illinois University	* (15)	*		*	66.4
California State Department of Education		*			55.3
University of Pittsburgh				*	52.2
Fordham University				*	50.8
University of North Dakota				*	48.5
One Site					
Clark College	* (30)	*		*	62.5
		42.6	58.6	42.6	

QUESTION: Parent 56b--How much has the school helped you to get to know the teacher and other people at school?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development	* (21)	*	*	*	67.5
University of Arizona					50.7
Bank Street College of Education	* (23)	*		*	65.4
University of Oregon		*			55.7
University of Kansas	* (14)	*			55.7
High/Scope Foundation	* (13)	*			55.4
University of Florida (University of North Carolina)	* (28)	*			65.5
Education Development Center	* (14)	*			53.7
Southwest Educational Development Laboratory		*		*	60.2
Two to Four Sites					
Northeastern Illinois University		*		*	63.7
California State Department of Education	* (20)	*			61.8
University of Pittsburgh		*		*	61.1
Fordham University		*		*	59.3
University of North Dakota					47.1
One Site					
Clark College		*		*	66.7
		45.5	59.1	45.5	

QUESTION: Parent 56c--How much has the school helped you to help your child with his school work?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (14)	*			44.0
University of Arizona					38.3
Bank Street College of Education	* (19)	*	*		55.9
University of Oregon	* (18)	*	*	*	56.5
University of Kansas	* (10)	*		*	54.0
High/Scope Foundation	* (20)	*			48.5
University of Florida (University of North Carolina)	* (30)	*	*	*	60.1
Education Development Center					34.7
Southwest Educational Development Laboratory		*		*	45.8
Two to Four Sites					
Northeastern Illinois University	* (26)	*	*	*	60.2
California State Department of Education	* (14)	*		*	52.8
University of Pittsburgh	* (20)				41.6
Fordham University		*		*	57.6
University of North Dakota					27.9
One Site					
Clark College				*	50.0
		35.9	48.4	35.9	

QUESTION: Parent 56d--How much has the school helped you to understand how children learn?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (14)	*			56.0
University of Arizona	* (13)				46.3
Bank Street College of Education	* (20)	*		*	59.8
University of Oregon	* (21)	*	*	*	67.9
University of Kansas		*		*	57.8
High/Scope Foundation	* (17)	*		*	56.9
University of Florida (University of North Carolina)	* (18)	*			58.1
Education Development Center	* (11)				49.0
Southwest Educational Development Laboratory		*		*	57.8
Two to Four Sites					
Northeastern Illinois University	* (16)	*		*	64.6
California State Department of Education	* (16)	*		*	58.5
University of Pittsburgh		*			53.1
Fordham University		*		*	54.2
University of North Dakota	* (25)			*	50.0
One Site					
Clark College		*		*	62.5
		42.0	50.4	42.0	

QUESTION: Parent 56e--How much has the school helped you to find a job?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT Percent
	Local	NFT	FT	Site	
More Than Four Sites					
Far West Laboratory for Educational Research and Development	* (14)	*		*	15.8
University of Arizona					7.5
Bank Street College of Education	* (15)	*			16.5
University of Oregon		*			16.0
University of Kansas	* (12)	*		*	19.0
High/Scope Foundation					11.5
University of Florida (University of North Carolina)		*			16.9
Education Development Center					11.6
Southwest Educational Development Laboratory		*			12.7
Two to Four Sites					
Northeastern Illinois University		*			19.5
California State Department of Education				*	13.8
University of Pittsburgh		*			16.8
Fordham University				*	13.6
University of North Dakota					10.3
One Site					
Clark College				*	8.3
		5.5	14.4	5.5	

QUESTION: Parent 56f--How much has the school helped you to take courses in school or college?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					10.0
University of Arizona					8.0
Bank Street College of Education	* (16)	*			18.1
University of Oregon					13.0
University of Kansas					11.8
High/Scope Foundation					9.2
University of Florida (University of North Carolina)					11.5
Education Development Center					9.5
Southwest Educational Development Laboratory					10.8
Two to Four Sites					
Northeastern Illinois University	* (20)	*	*		24.8
California State Department of Education				*	13.0
University of Pittsburgh					8.8
Fordham University				*	6.8
University of North Dakota					4.4
One Site					
Clark College					4.2
		5.4	11.4	5.4	

QUESTION: Parent 56h--How much has the school helped you to meet other parents like yourself?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (18)	*		*	40.2
University of Arizona					28.9
Bank Street College of Education	* (27)	*	*		49.6
University of Oregon	* (13)	*		*	42.7
University of Kansas	* (12)	*			37.6
High/Scope Foundation		*			39.2
University of Florida (University of North Carolina)	* (26)	*	*		48.0
Education Development Center		*			37.4
Southwest Educational Development Laboratory		*	*	*	48.2
Two to Four Sites					
Northeastern Illinois University	* (22)	*	*	*	51.3
California State Department of Education	* (19)				35.0
University of Pittsburgh					29.2
Fordham University	* (15)	*	*	*	55.9
University of North Dakota	* (17)				29.4
One Site					
Clark College		*		*	54.2
		25.6	40.4	25.6	

QUESTION: Parent 56i--How much has the school helped you to find medical, dental, and other services when your child needed them?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development	* (18)	*			34.0
University of Arizona	* (23)	*		*	33.8
Bank Street College of Education	* (25)	*			51.2
University of Oregon	* (33)	*	*	*	56.5
University of Kansas	* (29)	*		*	52.3
High/Scope Foundation	* (32)	*	*	*	56.2
University of Florida (University of North Carolina)	* (28)	*			50.0
Education Development Center	* (14)	*			40.8
Southwest Educational Development Laboratory	* (32)	*	*	*	56.0
Two to Four Sites					
Northeastern Illinois University	* (17)	*		*	50.4
California State Department of Education	* (27)	*			43.1
University of Pittsburgh	* (29)	*			38.1
Fordham University	* (23)	*	*	*	69.5
University of North Dakota	* (29)	*		-	30.9
One Site					
Clark College	*	*		*	54.2
		20.6	46.6	20.6	

QUESTION: Parent 571--In general, how helpful has sample child's school been to you personally?

RESPONSE CATEGORY: Extremely helpful

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*		*	16.3
University of Arizona					10.0
Bank Street College of Education	* (21)	*	*	*	27.6
University of Oregon				*	14.5
University of Kansas	* (15)	*			19.8
High/Scope Foundation	* (10)			*	16.2
University of Florida (University of North Carolina)	* (15)	*		*	23.0
Education Development Center		*			19.0
Southwest Educational Development Laboratory		*		*	20.5
Two to Four Sites					
Northeastern Illinois University	* (20)	*	*	*	29.2
California State Department of Education					13.0
University of Pittsburgh					11.5
Fordham University		*			23.7
University of North Dakota				*	10.3
One Site					
Clark College				*	25.0
		8.8	18.1	8.8	

QUESTION: Parent 59--How does sample child behavior with the family these days compared to a couple of years ago?

RESPONSE CATEGORY: Better + much better

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (10)				55.5
University of Arizona	* (12)				56.2
Bank Street College of Education					55.1
University of Oregon		*			58.8
University of Kansas					54.0
High/Scope Foundation					56.2
University of Florida (University of North Carolina)	* (10)				56.8
Education Development Center					53.1
Southwest Educational Development Laboratory		*		*	62.1
Two to Four Sites					
Northeastern Illinois University	* (22)	*	*	*	72.5
California State Department of Education					60.2
University of Pittsburgh					54.9
Fordham University		*			64.4
University of North Dakota					51.4
One Site					
Clark College				*	62.5
		51.7	57.5	51.7	

QUESTION: Parent 61--How well does your child get along with children his age now, compared to a couple of years ago?

RESPONSE CATEGORY: Better + much better

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development					59.8
University of Arizona	* (13)				63.6
Bank Street College of Education					62.9
University of Oregon					50.4
University of Kansas					57.8
High/Scope Foundation					58.5
University of Florida (University of North Carolina)	* (12)				62.8
Education Development Center					62.6
Southwest Educational Development Laboratory					64.5
Two to Four Sites					
Northeastern Illinois University	* (16)	*	*	*	70.0
California State Department of Education					61.8
University of Pittsburgh					61.0
Fordham University					62.7
University of North Dakota					48.5
One Site					
Clark College				*	62.5
		57.3	60.8	57.3	

QUESTION: Parent 62--How cheerful is your child now, compared to a couple of years ago?

RESPONSE CATEGORY: Better + much better

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					55.0
University of Arizona	* (18)				54.7
Bank Street College of Education	* (13)	*			59.1
University of Oregon					51.9
University of Kansas					54.0
High/Scope Foundation					49.3
University of Florida (University of North Carolina)		*			57.4
Education Development Center					47.6
Southwest Educational Development Laboratory		*	*	*	68.7
Two to Four Sites					
Northeastern Illinois University		*		*	62.8
California State Department of Education		*		*	65.0
University of Pittsburgh					51.4
Fordham University		*		*	64.4
University of North Dakota					42.7
One Site					
Clark College		*		*	70.8
		49.7	56.2	49.7	

QUESTION: Parent 64--Have you ever heard of a group called the Policy Advisory Committee, sometimes called Parent Advisory Committee, P.A.C., P.C., or PAC?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (35)	*		*	69.4
University of Arizona	* (34)	*		*	75.1
Bank Street College of Education	* (53)	*		*	78.0
University of Oregon	* (47)	*	*	*	80.2
University of Kansas	* (43)	*		*	68.8
High/Scope Foundation	* (42)	*		*	61.5
University of Florida (University of North Carolina)	* (68)	*	*	*	91.2
Education Development Center	* (37)	*		*	72.8
Southwest Educational Development Laboratory	* (39)	*		*	66.3
Two to Four Sites					
Northeastern Illinois University	* (45)	*		*	71.7
California State Department of Education	* (25)	*		*	77.2
University of Pittsburgh	* (35)	*		*	65.5
Fordham University	* (35)	*		*	52.5
University of North Dakota	* (19)	*		*	64.7
One Site					
Clark College	* (39)	*		*	70.8
		31.0	72.0	31.0	

QUESTION: Parent 65--Have you or sample child's father ever gone to any PAC general meetings?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (29)	*			40.7
University of Arizona	* (29)	*		*	36.3
Bank Street College of Education	* (44)	*		*	46.5
University of Oregon	* (40)	*		*	48.9
University of Kansas	* (35)	*		*	43.9
High/Scope Foundation	* (27)	*		*	32.3
University of Florida (University of North Carolina)	* (59)	*	*	*	62.2
Education Development Center	* (31)	*		*	38.1
Southwest Educational Development Laboratory	* (37)	*		*	47.6
Two to Four Sites					
Northeastern Illinois University	* (36)	*		*	41.6
California State Department of Education	* (27)	*		*	49.6
University of Pittsburgh	* (30)	*		*	36.3
Fordham University	* (34)	*		*	37.3
University of North Dakota	* (25)	*			32.4
One Site					
Clark College	* (27)	*		*	50.0
		8.1	43.0	8.1	

QUESTION: Parent 68--If a parent had a problem about the schools, do you think PAC would help him solve it?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (30)	*		*	53.6
University of Arizona	* (34)	*		*	51.2
Bank Street College of Education	* (48)	*	*	*	63.0
University of Oregon	* (46)	*	*	*	61.8
University of Kansas	* (38)	*		*	51.9
High/Scope Foundation	* (31)	*		*	43.1
University of Florida (University of North Carolina)	* (60)	*	*	*	67.6
Education Development Center	* (26)	*		*	44.2
Southwest Educational Development Laboratory	* (30)	*		*	45.2
Two to Four Sites					
Northeastern Illinois University	* (34)	*		*	46.9
California State Department of Education	* (27)	*		*	55.3
University of Pittsburgh	* (39)	*		*	48.7
Fordham University	* (28)	*		*	37.3
University of North Dakota	* (20)	*		*	36.8
One Site					
Clark College	* (31)	*		*	58.3
		15.5	51.7	15.5	

QUESTION: Parent 70d--Do you agree or disagree that the parents in sample child's school have a say about how the school is run?

RESPONSE CATEGORY: Agree

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development		*		*	80.9
University of Arizona					73.6
Bank Street College of Education	* (24)	*	*	*	81.9
University of Oregon		*			78.6
University of Kansas		*			74.3
High/Scope Foundation		*			76.9
University of Florida (University of North Carolina)					68.2
Education Development Center					68.7
Southwest Educational Development Laboratory					68.1
Two to Four Sites					
Northeastern Illinois University					69.0
California State Department of Education		*	*	*	85.4
University of Pittsburgh	* (19)				67.3
Fordham University				*	76.3
University of North Dakota					69.1
One Site					
Clark College				*	75.0
		66.4	74.3	66.4	

QUESTION: Parent 70f--Do you agree or disagree that if the parents do not agree with the people in his/her school, there is not much parents can do?

RESPONSE CATEGORY: Disagree

	Significant Comparisons				Sponsor FT Percent
More Than Four Sites	Local	NFT	FT	Site	
Far West Laboratory for Educational Research and Development	* (11)	*	*		81.3
University of Arizona		*		*	79.6
Bank Street College of Education	* (13)	*			80.3
University of Oregon		*	*	*	80.9
University of Kansas					69.2
High/Scope Foundation	* (27)	*			74.6
University of Florida (University of North Carolina)		*			77.0
Education Development Center		*			74.8
Southwest Educational Development Laboratory					50.6
Two to Four Sites					
Northeastern Illinois University					62.8
California State Department of Education	* (15)	*			78.9
University of Pittsburgh					69.9
Fordham University					61.0
University of North Dakota				*	76.5
One Site					
Clark College					62.5
		66.0	73.0	66.0	

Appendix IV

This appendix presents the detailed data from the teacher questionnaire at the sponsor level of aggregation. Tables contain information listed under each of the following column headings.

QUESTION. The question and question number are reported as they appeared in the questionnaire booklet, with some exceptions. Where teachers were asked to do Q sorts, where the question itself included extensive introduction or numerous examples, we have paraphrased the question. These questions include: 22, 23, 26, 27, 31, 32, 35, 36, and 72.

RESPONSE CATEGORY. As explained in the text of this report (pp. 24-26), we have chosen to collapse the data into fewer response categories than were originally included in the question, for ease in reporting and comprehending the data. If one category appears, such as "yes," then the proportions reported refer to the percentage who responded "yes." If two categories appear, such as "more + much more," then the proportions reported refer to the percentage who responded either "more" or "much more."

A large number of teacher questions used likert response scales. For these, a mean was computed. Where this was done, the response category will indicate "mean" and the labels of the two ends of the scale.

SIGNIFICANT COMPARISONS. These comparisons are discussed in more detail in the text of this report (pp. 51-54). For all differences between proportions, a one-tailed test of significance was performed. An asterisk (*) signifies that the FT sponsor proportion is significantly (statistically) different from the proportion with which it is being compared.

For all means, a two-tailed test of significance was performed.

* and - are used to indicate the direction of the difference. Footnotes are inserted on charts where this is likely to be confusing (e.g., T 11).

Local refers to the comparison between the sponsor FT proportions (mean) and the NFT comparison group for that sponsor. The sponsor FT proportion (mean) is listed in the right-hand column. The difference between the FT and NFT sponsor proportions (means) is listed in this column in parentheses for significant differences only.

NFT refers to the comparison between the Sponsor FT proportion (mean) and the overall NFT proportion (mean). As above, the sponsor FT proportion (mean) is listed in the right-hand column and the overall NFT proportion (mean) is presented at the bottom of the "NFT" column.

FT refers to the comparison between the sponsor FT proportion (mean) and the overall FT proportion (mean). As above, the sponsor FT proportion (mean) is listed in the right-hand column and the overall FT proportion (mean) is presented at the bottom of the FT column.

Site refers to the criterion that all FT sponsor site proportions (means) be above the overall NFT proportion (mean). The overall NFT proportion (mean) is repeated at the bottom of this column. An asterisk (*) in this column indicates that all sites for that sponsor met this criterion. (Statistical significance is not indicated for this criterion.)

QUESTION: Teacher 11--If you had your choice, would you teach in Follow Through next year?

RESPONSE CATEGORY: definitely yes + probably yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent*
Far West Laboratory for Educational Research and Development	* (72)	*		*	81.8
University of Arizona	* (75)	*		*	88.1
Bank Street College of Education	* (45)	*		*	71.4
University of Oregon	* (60)	*			60.9
University of Kansas	* (65)	*		*	81.1
High/Scope Foundation	* (59)	*			86.2
University of Florida (University of North Carolina)	* (46)	*		*	79.3
Education Development Center	* (60)	*		*	88.9
Southwest Educational Development Laboratory	* (51)	*		*	84.6
Two to Four Sites					
Northeastern Illinois University		*		*	84.6
California State Department of Education	* (39)	*		*	84.2
University of Pittsburgh	* (70)	*		*	93.1
Fordham University	* (59)	*		*	88.2
University of North Dakota	* (72)	*		*	92.3
		20.6 n=316	82.8 n=448	20.6	

*Based on teachers who reported being familiar with Follow Through.

QUESTION: Teacher 12--Recognizing that the parent must make the final decision, if a parent asked your opinion, would you advise her to enroll her child in Follow Through?

RESPONSE CATEGORY: definitely yes + probably yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent*
Far West Laboratory for Educational Research and Development	* (59)	*		*	79.2
University of Arizona	* (59)	*		*	87.3
Bank Street College of Education	* (31)	*		*	70.4
University of Oregon	* (62)	*			78.3
University of Kansas	* (50)	*		*	79.2
High/Scope Foundation	* (26)	*			73.4
University of Florida (University of North Carolina)	* (38)	*		*	88.9
Education Development Center	* (54)	*		*	81.5
Southwest Educational Development Laboratory	* (22)	*		*	92.3
Two to Four Sites					
Northeastern Illinois University	*	*	*(max)	*	100.0
California State Department of Education	* (61)	*		*	94.7
University of Pittsburgh	* (62)	*		*	96.5
Fordham University	* (37)	*		*	94.1
University of North Dakota	* (45)	*			92.3
		34.7 n=316	85.4 n=448	34.7	

*Based on teachers who reported being familiar with Follow Through.

QUESTION: Teacher 13--If a friend asked your opinion, would you advise her to teach in a Follow Through class?

RESPONSE CATEGORY: definitely yes + probably yes

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent*
Far West Laboratory for Educational Research and Development	*(52)	*		*	69.8
University of Arizona	*(53)	*		*	80.0
Bank Street College of Education	*(34)	*		*	70.4
University of Oregon	*(40)				52.2
University of Kansas	*(54)	*		*	77.4
High/Scope Foundation	*(41)	*			80.0
University of Florida (University of North Carolina)	*(36)	*			77.8
Education Development Center	*(40)	*		*	81.5
Southwest Educational Development Laboratory		*		*	79.5
Two to Four Sites					
Northeastern Illinois University		*		*	92.3
California State Department of Education	*(56)	*		*	78.9
University of Pittsburgh	*(58)	*		*	89.7
Fordham University		*			70.6
University of North Dakota	*(60)	*		*	100.00
		33.0 n=334	77.9 n=445	33.0	

*Based on teachers who reported being familiar with Follow Through.

QUESTION: Teacher 22a--Describe the overall adequacy of materials and equipment in this classroom.

RESPONSE CATEGORY: Very adequate

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (32)	*			61.8
University of Arizona					47.3
Bank Street College of Education					32.1
University of Oregon					21.7
University of Kansas					38.2
High/Scope Foundation		*			63.3
University of Florida (University of North Carolina)	* (40)	*		*	60.0
Education Development Center	* (30)				46.4
Southwest Educational Development Laboratory					43.6
Two to Four Sites					
Northeastern Illinois University		*			61.5
California State Department of Education				*	52.6
University of Pittsburgh				*	51.7
Fordham University					50.0
University of North Dakota				*	53.8
		36.0	48.5	36.0	

QUESTION: Teacher 22b--Describe the overall adequacy of medical services available to the children in your class.

RESPONSE CATEGORY: Very adequate

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (25)	*			36.4
University of Arizona				*	32.7
Bank Street College of Education		*			46.4
University of Oregon	* (31)	*			47.8
University of Kansas	* (41)	*			54.5
High/Scope Foundation	* (42)	*	*	*	63.3
University of Florida (University of North Carolina)	* (33)	*			53.3
Education Development Center					32.1
Southwest Educational Development Laboratory		*		*	46.2
Two to Four Sites					
Northeastern Illinois University					30.8
California State Department of Education		*			44.7
University of Pittsburgh	* (39)	*		*	51.7
Fordham University	* (55)	*		*	66.7
University of North Dakota	* (56)	*		*	61.5
		19.0	46.3	19.0	

QUESTION: Teacher 22c--Describe the overall adequacy of dental services available to the children in your class.

RESPONSE CATEGORY: Very adequate

	Significant Comparisons				Sponsor FT Percent
	Local	NFT	FT	Site	
More Than Four Sites					
Far West Laboratory for Educational Research and Development	* (25)	*			30.9
University of Arizona	* (24)	*		*	34.5
Bank Street College of Education	* (27)	*			46.4
University of Oregon	* (34)	*		*	52.2
University of Kansas	* (47)	*			56.4
High/Scope Foundation	* (43)	*		*	56.7
University of Florida (University of North Carolina)	* (48)	*		*	60.0
Education Development Center		*			35.7
Southwest Educational Development Laboratory	* (27)	*			48.7
Two to Four Sites					
Northeastern Illinois University					30.8
California State Department of Education		*			47.4
University of Pittsburgh		*		*	37.9
Fordham University	* (44)	*		*	66.7
University of North Dakota	* (56)	*			61.5
		13.0	46.1	13.1	

QUESTION: Teacher 22e--Describe the overall adequacy of psychological services available to the children in your class.

RESPONSE CATEGORY: Very inadequate

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent*
Far West Laboratory for Educational Research and Development					36.4
University of Arizona					29.1
Bank Street College of Education					32.1
University of Oregon					60.9
University of Kansas	* (34)				36.4
High/Scope Foundation					30.0
University of Florida (University of North Carolina)	* (34)	*	*	*	6.7
Education Development Center					28.6
Southwest Educational Development Laboratory					41.0
Two to Four Sites					
Northeastern Illinois University	* (41)				23.1
California State Department of Education					31.6
University of Pittsburgh		*	*	*	6.9
Fordham University	* (66)	*		*	11.1
University of North Dakota					30.8
		41.9	30.3	41.9	

*Lower numbers are more favorable to program.

QUESTION: Teacher 22f--Describe the overall adequacy of social work services available to the children in your class.

RESPONSE CATEGORY: Very adequate

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*			30.9
University of Arizona		*		*	30.9
Bank Street College of Education	* (26)	*			35.7
University of Oregon					8.7
University of Kansas		*			27.3
High/Scope Foundation		*			33.3
University of Florida (University of North Carolina)	* (25)	*		*	33.3
Education Development Center					17.9
Southwest Educational Development Laboratory					23.1
Two to Four Sites					
Northeastern Illinois University					23.1
California State Department of Education					21.1
University of Pittsburgh				*	24.1
Fordham University	* (38)	*		*	38.9
University of North Dakota	* (48)	*			53.8
		11.0	27.9	11.0	

QUESTION: Teacher 23b--How do you feel about staffing in your classroom?

RESPONSE CATEGORY: Very adequate

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					23.6
University of Arizona					36.4
Bank Street College of Education	* (20)				32.1
University of Oregon					34.8
University of Kansas	* (21)				34.5
High/Scope Foundation	* (21)	*		*	53.3
University of Florida (University of North Carolina)	* (37)	*		*	50.0
Education Development Center					28.6
Southwest Educational Development Laboratory					38.5
Two to Four Sites					
Northeastern Illinois University	* (54)	*		*	61.5
California State Department of Education		*		*	55.3
University of Pittsburgh		*		*	55.2
Fordham University				*	44.4
University of North Dakota	* (40)	*		*	61.5
		25.4	40.6	25.4	

QUESTION: Teacher 23d--How do you feel about curriculum specialists and resource persons available to you and the children?

RESPONSE CATEGORY: Very adequate

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					16.4
University of Arizona					18.2
Bank Street College of Education					32.1
University of Oregon					13.0
University of Kansas					27.3
High/Scope Foundation					20.0
University of Florida (University of North Carolina)	* (30)	*	*		43.3
Education Development Center					32.1
Southwest Educational Development Laboratory					25.6
Two to Four Sites					
Northeastern Illinois University	* (31)				46.2
California State Department of Education					36.8
University of Pittsburgh					31.0
Fordham University				*	33.0
University of North Dakota	* (38)	*	*		53.8
		25.4	27.6	25.4	

QUESTION: Teacher 26i--How often is a reading specialist available to you?

RESPONSE CATEGORY: On a daily or weekly basis

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	-(21)	-			69.1
University of Arizona					81.8
Bank Street College of Education	-(34)	-		-	46.4
University of Oregon					69.6
University of Kansas	-(25)	-			66.0
High/Scope Foundation	-(21)				73.3
University of Florida (University of North Carolina)					90.0
Education Development Center					75.0
Southwest Educational Development Laboratory		-			61.5
Two to Four Sites					
Northeastern Illinois University		-			53.8
California State Department of Education		-			55.3
University of Pittsburgh					79.3
Fordham University	-(55)	-	-		44.4
University of North Dakota					100.0
		85.4	68.6	85.4	

QUESTION: Teacher 26j--How often was a math specialist available to you?

RESPONSE CATEGORY: On a daily or weekly basis

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	-(20)	-			20.0
University of Arizona		-	-		18.2
Bank Street College of Education					46.4
University of Oregon	-(32)				26.1
University of Kansas					36.4
High/Scope Foundation					46.7
University of Florida (University of North Carolina)					43.3
Education Development Center					46.4
Southwest Educational Development Laboratory					46.2
Two to Four Sites					
Northeastern Illinois University		-			15.4
California State Department of Education					36.8
University of Pittsburgh					37.9
Fordham University					22.2
University of North Dakota					30.8
		41.0	34.0	41.0	

QUESTION: Teacher 26k--How often was a music teacher available to you?

RESPONSE CATEGORY: On a daily or weekly basis

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					40.0
University of Arizona			*		85.5
Bank Street College of Education			*		85.7
University of Oregon					60.9
University of Kansas					63.6
High/Scope Foundation					76.7
University of Florida (University of North Carolina)					76.7
Education Development Center					67.9
Southwest Educational Development Laboratory					43.6
Two to Four Sites					
Northeastern Illinois University	* (85)	*	*	*	100.0
California State Department of Education					57.9
University of Pittsburgh		*	*	*	100.0
Fordham University					66.7
University of North Dakota					53.8
		73.7	67.8	73.7	

QUESTION: Teacher 26p--How often was a curriculum specialist/resource teacher/teacner trainer/program assistant available to you?

RESPONSE CATEGORY: On a daily or weekly basis

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*		*	63.6
University of Arizona	* (54)	*	*		83.6
Bank Street College of Education	* (31)	*		*	60.7
University of Oregon	* (27)	*			47.8
University of Kansas	* (45)	*			58.2
High/Scope Foundation	* (44)	*	*	*	73.3
University of Florida (University of North Carolina)					30.0
Education Development Center					28.6
Southwest Educational Development Laboratory		*			51.3
Two to Four Sites					
Northeastern Illinois University	* (34)	*		*	76.9
California State Department of Education		*		*	73.7
University of Pittsburgh					31.0
Fordham University	* (33)	*		*	66.7
University of North Dakota					30.8
		31.8	57.9	31.8	

QUESTION: Teacher 26r--How often was a parent community aide (not volunteer) available to you?

RESPONSE CATEGORY: On a daily or weekly basis

	Significant Comparisons				Sponsor FT Percent
More Than Four Sites	Local	NFT	FT	Site	
Far West Laboratory for Educational Research and Development	* (33)	*			69.1
University of Arizona	* (22)	*			56.4
Bank Street College of Education					46.4
University of Oregon	* (24)	*		*	65.2
University of Kansas	* (27)	*			58.2
High/Scope Foundation	* (26)				50.0
University of Florida (University of North Carolina)					40.0
Education Development Center					42.9
Southwest Educational Development Laboratory		*			61.5
Two to Four Sites					
Northeastern Illinois University		*			69.2
California State Department of Education		*		*	76.3
University of Pittsburgh					34.5
Fordham University	* (61)	*		*	72.2
University of North Dakota	* (59)	*		*	69.2
One Site					
Clark College					
		34.7	57.7	34.7	

QUESTION: Teacher 27b--What was the availability and use of housekeeping and dramatic play materials (dolls, dress-up clothes, cooking utensils, trucks, etc.)?

RESPONSE CATEGORY: Not available but needed

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent*
Far West Laboratory for Educational Research and Development					16.4
University of Arizona					10.9
Bank Street College of Education	* (22)				10.7
University of Oregon					30.4
University of Kansas					25.5
High/Scope Foundation	* (21)	*	*	*	0.0
University of Florida (University of North Carolina)					26.7
Education Development Center					14.3
Southwest Educational Development Laboratory					30.8
Two to Four Sites					
Northeastern Illinois University					30.8
California State Department of Education				*	15.8
University of Pittsburgh				*	10.3
Fordham University					33.3
University of North Dakota					15.4
		22.9	18.4	22.9	

*Lower numbers are more favorable to program.

QUESTION: Teacher 27h--What was the availability and use of materials for language arts-written (flash cards, printing sets, label makers, typewriters, etc.)?

RESPONSE CATEGORY: Not available but needed

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent*
Far West Laboratory for Educational Research and Development					10.9
University of Arizona	* (23)	*		*	3.6
Bank Street College of Education		*		*	7.1
University of Oregon					34.8
University of Kansas	* (24)				18.2
High/Scope Foundation				*	10.0
University of Florida (University of North Carolina)					26.7
Education Development Center					14.3
Southwest Educational Development Laboratory					17.9
Two to Four Sites					
Northeastern Illinois University	* (35)	*	*	*	0.0
California State Department of Education					15.8
University of Pittsburgh					10.3
Fordham University					22.2
University of North Dakota				*	7.7
		23.6	14.3	23.6	

*Lower numbers are more favorable to program.

QUESTION: Teacher 27k--What was the availability and use of materials for math (abacus, adding machine, magnetic numbers, number games, etc.)?

RESPONSE CATEGORY: Not available but needed

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent*
More Than Four Sites					
Far West Laboratory for Educational Research and Development					10.9
University of Arizona				*	3.6
Bank Street College of Education					10.7
University of Oregon					39.1
University of Kansas	* (22)				12.7
High/Scope Foundation					6.7
University of Florida (University of North Carolina)					23.3
Education Development Center					7.1
Southwest Educational Development Laboratory					25.6
Two to Four Sites					
Northeastern Illinois University					7.7
California State Department of Education				*	7.9
University of Pittsburgh		*	*	*	0.0
Fordham University					11.1
University of North Dakota		*	*		0.0
		16.3	11.8	16.3	

*Lower numbers are more favorable to program.

QUESTION: Teacher 27n--What was the availability and use of materials for cultural and ethnic development (costumes, craftwork, special musical instruments, books, stories, etc.)?

RESPONSE CATEGORY: Not available but needed

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent*
Far West Laboratory for Educational Research and Development					30.9
University of Arizona					25.5
Bank Street College of Education					25.0
University of Oregon					47.8
University of Kansas					36.4
High/Scope Foundation				*	23.3
University of Florida (University of North Carolina)					33.3
Education Development Center					32.1
Southwest Educational Development Laboratory					53.8
Two to Four Sites					
Northeastern Illinois University	* (35)	*	*	*	0.0
California State Department of Education					28.9
University of Pittsburgh					27.6
Fordham University				*	27.8
University of North Dakota					15.4
		33.6	31.1	33.6	

*Lower numbers are more favorable to program.

QUESTION: Teacher 31a--How would you rank the following goals for the pupils in this class--helping the child feel important as a person?

RESPONSE CATEGORY: Mean rank (1 - 6)

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development					1.53
University of Arizona					1.56
Bank Street College of Education					1.77
University of Oregon			-	-	2.00
University of Kansas			-		1.98
High/Scope Foundation	* (.5)	*			1.34
University of Florida (University of North Carolina)	* (.6)	*			1.37
Education Development Center					1.64
Southwest Educational Development Laboratory	* (.8)	*		*	1.43
Two to Four Sites					
Northeastern Illinois University					1.62
California State Department of Education				*	1.54
University of Pittsburgh					1.39
Fordham University	* (.7)	*		*	1.28
University of North Dakota	* (.7)	*	*		1.07
		1.82	1.57	1.82	

*Lower numbers are in direction of a higher mean rank.

QUESTION: Teacher 31c--How would you rank the following goals for the pupils in this class--developing basic skills such as reading, writing, and math?

RESPONSE CATEGORY: Mean rank (1 - 6)

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Mean*
More Than Four Sites					
Far West Laboratory for Educational Research and Development	-(.7)	-			4.22
University of Arizona		-			4.02
Bank Street College of Education					3.88
University of Oregon			*		3.35
University of Kansas			*		3.13
High/Scope Foundation	-(.9)	-	-		4.28
University of Florida (University of North Carolina)					3.70
Education Development Center					3.46
Southwest Educational Development Laboratory					3.87
Two to Four Sites					
Northeastern Illinois University				*	3.23
California State Department of Education					3.63
University of Pittsburgh					3.89
Fordham University				-	3.78
University of North Dakota	-(1.5)	-	-	-	4.62
		3.54	3.78	3.54	

*Lower numbers are in direction of a higher mean rank.

QUESTION: Teacher 32a--Which comes closes to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = children work independently;
5 = children work under adult supervision

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development	* (.4)				2.78
University of Arizona					2.75
Bank Street College of Education					2.93
University of Oregon					3.05
University of Kansas					2.92
High/Scope Foundation	* (.4)	*	*	*	2.43
University of Florida (University of North Carolina)					3.07
Education Development Center			-	-	3.15
Southwest Educational Development Laboratory				*	2.76
Two to Four Sites					
Northeastern Illinois University				-	3.15
California State Department of Education					2.82
University of Pittsburgh					2.90
Fordham University	* (.8)	*	*	*	2.35
University of North Dakota		*			2.54
		2.98	2.83	2.98	

*Lower numbers are in direction of a more "flexible" classroom.

QUESTION: Teacher 32b--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = teacher imparts information and provides demonstrations; 5 = children gather information on their own

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development				-	2.78
University of Arizona	- (.4)	-	-		3.15
Bank Street College of Education					2.70
University of Oregon			*		2.27
University of Kansas					2.50
High/Scope Foundation		-		-	2.90
University of Florida (University of North Carolina)		*	*		2.23
Education Development Center	- (.3)	-			2.93
Southwest Educational Development Laboratory					2.82
Two to Four Sites					
Northeastern Illinois University					2.46
California State Department of Education					2.53
University of Pittsburgh				-	2.69
Fordham University				*	2.53
University of North Dakota					2.77
		2.53	2.70	2.53	

*Lower numbers are in direction of a more "adult-centered" classroom.

QUESTION: Teacher 32c--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = adults initiate interactions with children; 5 = children initiate interactions with adults

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development	-(.5)	-	-	-	3.24
University of Arizona	-(.5)	-	-		3.22
Bank Street College of Education					2.85
University of Oregon					2.68
University of Kansas					2.65
High/Scope Foundation				-	2.97
University of Florida (University of North Carolina)					2.90
Education Development Center					2.78
Southwest Educational Development Laboratory				*	2.68
Two to Four Sites					
Northeastern Illinois University					2.69
California State Department of Education					2.82
University of Pittsburgh		-		-	3.24
Fordham University					2.76
University of North Dakota					3.00
		2.79	2.93	2.79	

*Lower numbers are in direction of a more "adult-centered" classroom.

QUESTION: Teacher 32d--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = emphasis on emotional needs; 5 = emphasis on subject matter

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development		*		*	2.57
University of Arizona	*(.5)	*		*	2.55
Bank Street College of Education					2.84
University of Oregon			-		3.18
University of Kansas			-		3.23
High/Scope Foundation	*(.4)	*			2.72
University of Florida (University of North Carolina)					2.83
Education Development Center					2.93
Southwest Educational Development Laboratory	*(.5)				2.82
Two to Four Sites					
Northeastern Illinois University	*(.7)			*	2.77
California State Department of Education					2.84
University of Pittsburgh				-	2.93
Fordham University		*		*	2.41
University of North Dakota	*(.7)	*	*	*	2.31
		3.03	2.80	3.03	

*Lower numbers are in direction of more emphasis on "social emotional" development.

QUESTION:. Teacher 32f--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = various activities take place at the same time; 5 = all the class is engaged in the same activity

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development	*(.4)	*			1.91
University of Arizona	*(.8)	*	*	*	1.20
Bank Street College of Education	*(.5)	*			1.81
University of Oregon					2.05
University of Kansas	*(.7)	*			1.74
High/Scope Foundation	*(.7)	*	*	*	1.48
University of Florida (University of North Carolina)			-	-	2.50
Education Development Center			-		2.18
Southwest Educational Development Laboratory	*(.4)	*		*	1.74
Two to Four Sites					
Northeastern Illinois University					2.00
California State Department of Education		*			1.79
University of Pittsburgh			-	-	2.34
Fordham University		*	*	*	1.41
University of North Dakota	*(.8)	*			1.69
		2.24	1.82	2.24	

*Lower numbers are in the direction of a more "individualized" approach.

QUESTION: Teacher 32g--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = lesson plan is followed closely;
5 = lesson plan is flexible

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development					4.07
University of Arizona				-	4.20
Bank Street College of Education					4.15
University of Oregon	* (1.0)	*	*	*	2.77
University of Kansas		*	*		3.50
High/Scope Foundation					4.14
University of Florida (University of North Carolina)					4.13
Education Development Center					3.89
Southwest Educational Development Laboratory					3.89
Two to Four Sites					
Northeastern Illinois University					3.54
California State Department of Education					3.71
University of Pittsburgh				-	4.07
Fordham University					3.88
University of North Dakota	- (1.1)	-	-	-	4.69
		3.97	3.90	3.97	

*Lower numbers are in the direction of a more "adult-centered" classroom.

QUESTION: Teacher 32h--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = work and play are distinguished; 5 = work and play are not distinguished

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development	- (.6)	-			2.96
University of Arizona		-		-	2.93
Bank Street College of Education					2.54
University of Oregon		*	*	*	1.86
University of Kansas			*	*	2.13
High/Scope Foundation	- (1.1)	-	-	-	3.53
University of Florida (University of North Carolina)					2.30
Education Development Center					2.68
Southwest Educational Development Laboratory					2.44
Two to Four Sites					
Northeastern Illinois University					2.62
California State Department of Education					2.61
University of Pittsburgh					2.48
Fordham University				*	2.47
University of North Dakota	- (1.2)	-	-	-	3.77
		2.48	2.65	2.48	

*Lower numbers are in the direction of a more "adult-centered" classroom.

QUESTION: Teacher 32i--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = children choose their own activities and materials; 5 = teaching staff determines activities and materials.

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Mean*
More Than Four Sites					
Far West Laboratory for Educational Research and Development	*(.5)	*		*	3.13
University of Arizona	*(.7)	*		*	3.00
Bank Street College of Education	*(.6)	*		*	2.89
University of Oregon			-		3.73
University of Kansas	*(.4)	*			3.12
High/Scope Foundation	*(.7)	*	*	*	2.52
University of Florida (University of North Carolina)			-	-	3.67
Education Development Center	*(.5)	*			3.18
Southwest Educational Development Laboratory	-(.4)			-	3.39
Two to Four Sites					
Northeastern Illinois University	*(.8)	*			3.00
California State Department of Education					3.21
University of Pittsburgh				-	3.34
Fordham University		*	*		2.59
University of North Dakota		*		-	3.08
		3.52	3.15	3.52	

*Lower numbers are in the direction of a more "flexible" classroom.

QUESTION: Teacher 32j--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = individual needs dominant; 5 = group needs dominant

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development					2.52
University of Arizona	* (.5)	*	*	*	1.93
Bank Street College of Education					2.41
University of Oregon	- (.6)	-	-		3.05
University of Kansas	* (.7)				2.27
High/Scope Foundation	* (.5)	*	*	*	1.83
University of Florida (University of North Carolina)					2.73
Education Development Center					2.50
Southwest Educational Development Laboratory					2.39
Two to Four Sites					
Northeastern Illinois University					2.46
California State Department of Education					2.26
University of Pittsburgh				*	2.36
Fordham University					2.18
University of North Dakota				*	2.38
		2.64	2.35	2.64	

*Lower numbers are in direction of a more "individualized" approach.

QUESTION: Teacher 32k--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = children interact freely with each other; 5 = children do not interact freely with each other

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development	*(.6)	*			1.80
University of Arizona	*(.4)	*	*	*	1.51
Bank Street College of Education					1.89
University of Oregon			-		2.23
University of Kansas	*(.5)				2.02
High/Scope Foundation	*(.4)	*			1.66
University of Florida (University of North Carolina)			-		2.27
Education Development Center		*			1.82
Southwest Educational Development Laboratory					2.00
Two to Four Sites					
Northeastern Illinois University					2.00
California State Department of Education					1.95
University of Pittsburgh					1.96
Fordham University		*	*	*	1.47
University of North Dakota	*(.84)	*	*	*	1.42
		2.13	1.87	2.13	

*Lower numbers are in direction of a more "flexible" classroom.

QUESTION: Teacher 32m--Which comes closest to describing your own classroom?

RESPONSE CATEGORY: Mean on likert scale: 1 = children change places freely;
5 = children have assigned seats

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean*
Far West Laboratory for Educational Research and Development	* (.8)	*			2.43
University of Arizona	*(1.7)	*	*	*	1.49
Bank Street College of Education	*(1.2)	*		*	2.15
University of Oregon	-(1.0)	-	-	-	4.18
University of Kansas			-		3.56
High/Scope Foundation	*(1.2)	*	*		1.86
University of Florida (University of North Carolina)			-		3.47
Education Development Center				*	2.82
Southwest Educational Development Laboratory	* (.6)	*			2.50
Two to Four Sites					
Northeastern Illinois University			-	-	3.31
California State Department of Education		*			2.29
University of Pittsburgh			-	-	3.34
Fordham University	*(1.1)	*	*	*	1.53
University of North Dakota	*(1.9)	*	*	*	1.62
		3.21	2.61	3.21	

*Lower numbers are in direction of a more "flexible" classroom.

QUESTION: Teacher 34--Thinking of the class as a whole, how satisfied are you with the overall growth these pupils made in school this year?

RESPONSE CATEGORY: Very satisfied

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development					38.2
University of Arizona					32.7
Bank Street College of Education					10.7
University of Oregon					39.1
University of Kansas					16.4
High/Scope Foundation					40.0
University of Florida (University of North Carolina)					23.3
Education Development Center					25.0
Southwest Educational Development Laboratory					38.5
Two to Four Sites					
Northeastern Illinois University					23.1
California State Department of Education					28.9
University of Pittsburgh				*	37.9
Fordham University					33.3
University of North Dakota					7.7
		28.5	29.4	28.5	

QUESTION: Teacher 35a--Thinking of the class as a whole, how satisfied are you with the overall progress of these pupils in reading or reading readiness?

RESPONSE CATEGORY: Very satisfied

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development					36.4
University of Arizona					36.4
Bank Street College of Education					21.4
University of Oregon	*(23)				43.5
University of Kansas					21.8
High/Scope Foundation					40.0
University of Florida (University of North Carolina)					33.3
Education Development Center					28.6
Southwest Educational Development Laboratory					28.2
Two to Four Sites					
Northeastern Illinois University					30.8
California State Department of Education				-	26.3
University of Pittsburgh				*	48.3
Fordham University					38.9
University of North Dakota					38.5
		33.5	32.7	33.5	

QUESTION: Teacher 35b--Thinking of the class as a whole, how satisfied are you with the overall progress of these pupils in math or number concepts?

RESPONSE CATEGORY: Very satisfied

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					20.0
University of Arizona					20.0
Bank Street College of Education					17.9
University of Oregon					21.7
University of Kansas					16.4
High/Scope Foundation					30.0
University of Florida (University of North Carolina)					10.0
Education Development Center					25.0
Southwest Educational Development Laboratory					33.3
Two to Four Sites					
Northeastern Illinois University					15.4
California State Department of Education					26.3
University of Pittsburgh					27.6
Fordham University					38.9
University of North Dakota					23.1
		21.1	22.6	21.1	

QUESTION: Teacher 35c--Thinking of the class as a whole, how satisfied are you with the overall progress of these pupils in the ability to get along with others?

RESPONSE CATEGORY: Very satisfied

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					5.5
University of Arizona					20.0
Bank Street College of Education					21.4
University of Oregon					17.4
University of Kansas					10.9
High/Scope Foundation					23.3
University of Florida (University of North Carolina)					10.0
Education Development Center					25.0
Southwest Educational Development Laboratory					20.5
Two to Four Sites					
Northeastern Illinois University					23.1
California State Department of Education					15.8
University of Pittsburgh				*	27.6
Fordham University					27.8
University of North Dakota					0.0
		16.6	16.9	16.6	

QUESTION: Teacher 35d--Thinking of the class as a whole, how satisfied are you with the overall progress of these pupils in the understanding and appreciation of their own cultural heritage?

RESPONSE CATEGORY: Very satisfied

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					12.7
University of Arizona					30.9
Bank Street College of Education					14.3
University of Oregon					8.7
University of Kansas					10.9
High/Scope Foundation		*	*		36.7
University of Florida (University of North Carolina)					13.3
Education Development Center					14.3
Southwest Educational Development Laboratory		*			35.9
Two to Four Sites					
Northeastern Illinois University					15.4
California State Department of Education					39.5
University of Pittsburgh					17.2
Fordham University					16.7
University of North Dakota					7.7
		16.5	20.8	16.5	

QUESTION: Teacher 35e--Thinking of the class as a whole, how satisfied are you with the overall progress of these pupils in self-confidence and self-worth?

RESPONSE CATEGORY: Very satisfied

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					32.7
University of Arizona					36.4
Bank Street College of Education					14.3
University of Oregon					21.7
University of Kansas					7.3
High/Scope Foundation		*	*	*	46.7
University of Florida (University of North Carolina)					20.0
Education Development Center					17.9
Southwest Educational Development Laboratory					35.9
Two to Four Sites					
Northeastern Illinois University					15.4
California State Department of Education					36.8
University of Pittsburgh					27.6
Fordham University				*	38.9
University of North Dakota					15.4
		22.3	27.2	22.3	

QUESTION: Teacher 35f--Thinking of the class as a whole, how satisfied are you with the overall progress of these pupils in their interest in school?

RESPONSE CATEGORY: Very satisfied

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					32.7
University of Arizona		*	*		49.1
Bank Street College of Education					25.0
University of Oregon					21.7
University of Kansas					20.0
High/Scope Foundation					36.7
University of Florida (University of North Carolina)					20.0
Education Development Center	*(26)				39.3
Southwest Educational Development Laboratory					43.6
Two to Four Sites					
Northeastern Illinois University	*				23.1
California State Department of Education					31.6
University of Pittsburgh					34.5
Fordham University					30.0
University of North Dakota					30.8
		29.3	33.3	29.3	

QUESTION: Teacher 39c--In your opinion, what is the attitude of the principal toward the teaching approach you are using this year?

RESPONSE CATEGORY: Supportive

	Significant Comparisons				Sponsor FT Percent
More Than Four Sites	Local	NFT	FT	Site	
Far West Laboratory for Educational Research and Development					83.6
University of Arizona					81.8
Bank Street College of Education		-	-		64.3
University of Oregon	- (32)	-	-	-	52.2
University of Kansas					81.8
High/Scope Foundation					70.0
University of Florida (University of North Carolina)					93.3
Education Development Center					78.6
Southwest Educational Development Laboratory					71.8
Two to Four Sites					
Northeastern Illinois University					100.0
California State Department of Education					86.8
University of Pittsburgh					82.8
Fordham University					83.3
University of North Dakota					84.6
		82.6	79.6	82.6	

QUESTION: Teacher 39d--In your opinion, what is the attitude of the district administration to the teaching approach you are using this year?

RESPONSE CATEGORY: Supportive

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development					50.9
University of Arizona					56.4
Bank Street College of Education		-	-		25.0
University of Oregon		-	-	-	21.7
University of Kansas					52.7
High/Scope Foundation					40.0
University of Florida (University of North Carolina)					46.7
Education Development Center					42.9
Southwest Educational Development Laboratory					35.9
Two to Four Sites					
Northeastern Illinois University					53.8
California State Department of Education				-	34.2
University of Pittsburgh					58.6
Fordham University					50.0
University of North Dakota					53.8
		45.5	45.2	45.5	

QUESTION: Teacher 40--During this school year, how many homes of different children in this class did you yourself visit at least once?

RESPONSE CATEGORY: Mean number of children per teacher

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean
Far West Laboratory for Educational Research and Development		*			6.09
University of Arizona	* (6)	*	*	*	8.20
Bank Street College of Education	* (4)	*			6.41
University of Oregon			--		2.22
University of Kansas			--	--	0.77
High/Scope Foundation					2.80
University of Florida (University of North Carolina)	* (4)	*			6.52
Education Development Center			--	--	1.21
Southwest Educational Development Laboratory	* (6)	*	*		8.31
Two to Four Sites					
Northeastern Illinois University			--		2.38
California State Department of Education	* (7)	*	*	*	10.03
University of Pittsburgh			--	-	0.69
Fordham University		*		*	5.28
University of North Dakota			--	--	0.69
		1.83	4.90	1.83	

QUESTION: Teacher 46--During this school year, how many children in this class had either parent serve as a volunteer in the classroom at least once?

RESPONSE CATEGORY: Mean number of children per teacher

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean
Far West Laboratory for Educational Research and Development	*	*			4.02
University of Arizona		*		*	3.84
Bank Street College of Education			--		2.04
University of Oregon			--		1.78
University of Kansas			--	--	0.89
High/Scope Foundation				*	2.87
University of Florida (University of North Carolina)	*	*	*		5.90
Education Development Center			--		1.78
Southwest Educational Development Laboratory	*	*	*		5.28
Two to Four Sites					
Northeastern Illinois University	*	*	*	*	6.54
California State Department of Education	*	*		*	5.39
University of Pittsburgh				*	2.45
Fordham University	*	*		*	5.44 ✓
University of North Dakota		*			5.23
		1.95	3.85	1.95	

QUESTION: Teacher 48--Were any classes or meetings held for parents on the principles of child development?

RESPONSE CATEGORY: Yes

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development	* (35)	*		*	65.5
University of Arizona		*		*	43.6
Bank Street College of Education	* (27)	*			46.4
University of Oregon	* (20)	*		*	43.5
University of Kansas					29.1
High/Scope Foundation	* (40)	*		*	53.3
University of Florida (University of North Carolina)	* (30)	*			46.7
Education Development Center					35.7
Southwest Educational Development Laboratory	* (42)	*	*		66.7
Two to Four Sites					
Northeastern Illinois University	* (39)	*		*	53.8
California State Department of Education	* (35)	*	*	*	71.1
University of Pittsburgh		*		*	55.2
Fordham University		*		*	50.0
University of North Dakota	* (48)	*			53.8
		23.8	50.7	23.8	

QUESTION: Teacher 52a--To what extent does this parent committee (PAC) participate in making decisions about the school program in general?

RESPONSE CATEGORY: Some + a great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (23)	*		*	65.5
University of Arizona	* (37)	*			58.2
Bank Street College of Education	* (48)	*		*	67.9
University of Oregon	* (28)	*			52.1
University of Kansas	* (21)	*			60.0
High/Scope Foundation	* (25)	*		*	56.7
University of Florida (University of North Carolina)	* (25)	*			50.0
Education Development Center					35.7
Southwest Educational Development Laboratory		*			56.4
Two to Four Sites					
Northeastern Illinois University	* (41)	*		*	76.9
California State Department of Education		*	*	*	91.1
University of Pittsburgh					38.9
Fordham University		*		*	66.6
University of North Dakota	* (64)	*			69.2
		32.0	60.1	32.0	

QUESTION: Teacher 52d--To what extent does this parent committee (PAC) participate in designing meetings or workshops of interest to parents?

RESPONSE CATEGORY: Some + a great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (21)	*		*	63.6
University of Arizona	* (67)	*	*	*	89.1
Bank Street College of Education	* (59)	*		*	82.1
University of Oregon	* (37)	*			65.2
University of Kansas	* (44)	*		*	73.6
High/Scope Foundation	* (31)	*		*	60.0
University of Florida (University of North Carolina)	* (52)	*		*	73.4
Education Development Center	* (32)	*		*	60.7
Southwest Educational Development Laboratory	* (20)	*			71.8
Two to Four Sites					
Northeastern Illinois University	* (63)	*		*	84.7
California State Department of Education		*		*	84.2
University of Pittsburgh	* (29)				51.7
Fordham University		*		*	83.3
University of North Dakota	* (89)	*	*	*	100.0
		31.3	73.7	31.3	

QUESTION: Teacher 52e--To what extent does this parent committee (PAC) participate in planning and conducting social activities for parents?

RESPONSE CATEGORY: Some + a great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	* (27)	*		*	70.9
University of Arizona	* (55)	*		*	81.8
Bank Street College of Education	* (66)	*		*	85.7
University of Oregon	* (32)	*			73.9
University of Kansas	* (43)	*		*	80.0
High/Scope Foundation	* (45)	*		*	80.0
University of Florida (University of North Carolina)	* (66)	*		*	83.3
Education Development Center	* (40)	*			71.4
Southwest Educational Development Laboratory	* (21)	*			64.3
Two to Four Sites					
Northeastern Illinois University	* (56)	*		*	84.6
California State Department of Education		*		*	86.8
University of Pittsburgh					55.2
Fordham University		*		*	88.9
University of North Dakota	* (89)	*	*	*	100.0
		33.8	78.5	33.8	

QUESTION: Teacher 52f--To what extent does this parent committee (PAC) participate in mobilizing support for the school program in the community?

RESPONSE CATEGORY: Some + a great deal

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development		*			56.4
University of Arizona	*(49)	*		*	78.2
Bank Street College of Education	*(53)	*		*	78.6
University of Oregon	*(23)	*			69.5
University of Kansas	*(39)	*		*	78.2
High/Scope Foundation	*(27)	*		*	66.7
University of Florida (University of North Carolina)	*(48)	*		*	73.4
Education Development Center	*(43)	*			71.5
Southwest Educational Development Laboratory	*(25)	*			74.3
Two to Four Sites					
Northeastern Illinois University	*(56)	*		*	84.7
California State Department of Education		*		*	81.6
University of Pittsburgh	*(33)	*		*	65.5
Fordham University		*		*	88.9
University of North Dakota	*(66)	*		*	77.0
		38.5	73.3	38.5	

QUESTION: Teacher 53c--How important do you think it is for parents to share their thoughts, feelings, and ideas about the program with the teaching staff?

RESPONSE CATEGORY:

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Mean
More Than Four Sites					
Far West Laboratory for Educational Research and Development					4.44
University of Arizona	*(.4)	*		*	4.65
Bank Street College of Education					4.39
University of Oregon	--(.4)	--	--	-	3.77
University of Kansas					4.32
High/Scope Foundation	* (.3)	*		*	4.60
University of Florida (University of North Carolina)				*	4.53
Education Development Center					4.52
Southwest Educational Development Laboratory					4.38
Two to Four Sites					
Northeastern Illinois University					4.31
California State Department of Education				*	4.61
University of Pittsburgh					4.38
Fordham University		*		*	4.72
University of North Dakota				*	4.62
		4.26	4.46	4.26	

QUESTION: Teacher 53g--How important do you think it is for parents to participate in making decisions about the school program through the appropriate policy-making boards?

RESPONSE CATEGORY: Mean on likert scale: 1 = unimportant; 5 = important

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean
Far West Laboratory for Educational Research and Development		*			4.16
University of Arizona	*(.5)	*			4.27
Bank Street College of Education					4.00
University of Oregon			—		3.77
University of Kansas	*(.5)			*	4.13
High/Scope Foundation	*(.3)	*			4.27
University of Florida (University of North Carolina)	*(.5)	*		*	4.37
Education Development Center					3.93
Southwest Educational Development Laboratory	*(.4)				3.90
Two to Four Sites					
Northeastern Illinois University					3.77
California State Department of Education		*		*	4.37
University of Pittsburgh					4.07
Fordham University			—	—	3.61
University of North Dakota				*	4.15
		3.84	4.11	3.84	

QUESTION: Teacher 55k--How important do you think it is for parents to participate in workshops or study groups of special interest to parents themselves?

RESPONSE CATEGORY: Mean on likert scale: 1 = unimportant; 5 = important

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean
Far West Laboratory for Educational Research and Development					4.43
University of Arizona	*(.5)	*			4.69
Bank Street College of Education					4.57
University of Oregon					4.45
University of Kansas	*(.4)	*		*	4.62
High/Scope Foundation	*(.4)	*			4.59
University of Florida (University of North Carolina)		*		*	4.67
Education Development Center		*			4.68
Southwest Educational Development Laboratory					4.56
Two to Four Sites					
Northeastern Illinois University					4.62
California State Department of Education	*(.6)	*		*	4.74
University of Pittsburgh					4.38
Fordham University				*	4.56
University of North Dakota					4.46
		4.28	4.58	4.28	

QUESTION: Teacher 53m--How important do you think it is for parents to plan and conduct social activities for the parents themselves?

RESPONSE CATEGORY: Mean on likert scale: 1 = unimportant; 5 = important

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean
Far West Laboratory for Educational Research and Development		*		*	4.00
University of Arizona	*(.9)	*		*	4.22
Bank Street College of Education			--		3.71
University of Oregon					3.82
University of Kansas	*(.6)	*			4.06
High/Scope Foundation		*			4.10
University of Florida (University of North Carolina)	*(.8)	*		*	4.37
Education Development Center		*		*	4.19
Southwest Educational Development Laboratory		*			3.95
Two to Four Sites					
Northeastern Illinois University		*			4.15
California State Department of Education	*(1.1)	*	*	*	4.49
University of Pittsburgh			--		3.66
Fordham University		*			4.11
University of North Dakota	*(1.2)	*		*	4.23
		3.57	4.08	3.57	

QUESTION: Teacher 54--Overall, how much parent involvement has there been in your class this year?

RESPONSE CATEGORY: A great deal

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Percent
More Than Four Sites					
Far West Laboratory for Educational Research and Development					10.9
University of Arizona					10.9
Bank Street College of Education					3.6
University of Oregon					8.7
University of Kansas					12.7
High/Scope Foundation					16.7
University of Florida (University of North Carolina)					20.0
Education Development Center					0.0
Southwest Educational Development Laboratory					17.9
Two to Four Sites					
Northeastern Illinois University					23.1
California State Department of Education					21.1
University of Pittsburgh					3.4
Fordham University		*	*	*	38.9
University of North Dakota					7.7
		7.1	13.4	7.1	

QUESTION: Teacher 55b--What has been the effect of parent involvement this school year on the academic and social development of your children?

RESPONSE CATEGORY: Average: 1 = harmful; 5 = helpful

	Significant Comparisons				Sponsor FT
	Local	NFT	FT	Site	Mean
More Than Four Sites					
Far West Laboratory for Educational Research and Development					3.56
University of Arizona					3.85
Bank Street College of Education		-	-		3.29
University of Oregon					3.65
University of Kansas					3.86
High/Scope Foundation					3.77
University of Florida (University of North Carolina)					3.57
Education Development Center			-		3.44
Southwest Educational Development Laboratory					3.79
Two to Four Sites					
Northeastern Illinois University	*(.7)	*	*		4.15
California State Department of Education		*			4.03
University of Pittsburgh					3.79
Fordham University				*	3.88
University of North Dakota					3.77
		3.71	3.74	3.71	

QUESTION: Teacher 55c--What has been the effect of parent involvement this year on community support for the program?

RESPONSE CATEGORY: Mean on likert scale: 1 = harmful; 5 = helpful

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean
Far West Laboratory for Educational Research and Development					3.55
University of Arizona					3.78
Bank Street College of Education	* (.4)				3.86
University of Oregon	—(.3)	--	--		3.39
University of Kansas					3.73
High/Scope Foundation					3.77
University of Florida (University of North Carolina)	* (.4)	*	*	*	4.17
Education Development Center					3.89
Southwest Educational Development Laboratory				*	3.97
Two to Four Sites					
Northeastern Illinois University	* (.6)	*			4.08
California State Department of Education	* (.5)	*			4.11
University of Pittsburgh					3.83
Fordham University		*	*	*	4.25
University of North Dakota					3.77
		3.74	3.83	3.74	

QUESTION: Teacher 70--How much has Follow Through changed your approach to teaching?

RESPONSE CATEGORY: Very much

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	N/A	N/A			30.9
University of Arizona	N/A	N/A			45.5
Bank Street College of Education	N/A	N/A	*		25.0
University of Oregon	N/A	N/A			17.4
University of Kansas	N/A	N/A			25.5
High/Scope Foundation	N/A	N/A	*	*	50.0
University of Florida (University of North Carolina)	N/A	N/A			16.7
Education Development Center	N/A	N/A			14.3
Southwest Educational Development Laboratory	N/A	N/A			10.3
Two to Four Sites					
Northeastern Illinois University	N/A	N/A			30.8
California State Department of Education	N/A	N/A			18.4
University of Pittsburgh	N/A	N/A		*	44.8
Fordham University	N/A	N/A	*	*	72.2
University of North Dakota	N/A	N/A			30.8
	N/A	N/A			
	(Follow Through only)		29.8	29.8	

QUESTION: Teacher 72a--The Follow Through approach I am using this year is:

RESPONSE CATEGORY: Mean on likert scale: 1 = difficult for me to understand;
5 = easy for me to understand

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean
Far West Laboratory for Educational Research and Development	N/A	N/A			4.13
University of Arizona	N/A	N/A			4.30
Bank Street College of Education	N/A	N/A			4.15
University of Oregon	N/A	N/A	*	*	4.65
University of Kansas	N/A	N/A			4.42
High/Scope Foundation	N/A	N/A			4.14
University of Florida (University of North Carolina)	N/A	N/A			4.50
Education Development Center	N/A	N/A	-		3.68
Southwest Educational Development Laboratory	N/A	N/A			4.23
Two to Four Sites					
Northeastern Illinois University	N/A	N/A			4.46
California State Department of Education	N/A	N/A			4.43
University of Pittsburgh	N/A	N/A		*	4.52
Fordham University	N/A	N/A		-	4.07
University of North Dakota	N/A	N/A			4.46
(Follow Through only)			4.29	4.29	

QUESTION: Teacher 72b--The Follow Through approach I am using this year:

RESPONSE CATEGORY: Mean on likert scale: 1 = does not suit my teaching style;
5 = suits my teaching style

	Significant Comparisons				Sponsor FT Mean
More Than Four Sites	Local	NFT	FT	Site	
Far West Laboratory for Educational Research and Development	N/A	N/A			4.00
University of Arizona	N/A	N/A			4.17
Bank Street College of Education	N/A	N/A			4.00
University of Oregon	N/A	N/A	-		3.39
University of Kansas	N/A	N/A			3.75
High/Scope Foundation	N/A	N/A			4.04
University of Florida (University of North Carolina)	N/A	N/A			4.04
Education Development Center	N/A	N/A			3.76
Southwest Educational Development Laboratory	N/A	N/A			3.79
Two to Four Sites					
Northeastern Illinois University	N/A	N/A			4.15
California State Department of Education	N/A	N/A			3.94
University of Pittsburgh	N/A	N/A		*	4.34
Fordham University	N/A	N/A		-	3.69
University of North Dakota	N/A	N/A		*	4.38
(Follow Through only)			3.96	3.96	

QUESTION: Teacher 72c--The Follow Through approach I am using this year:

RESPONSE CATEGORY: Mean on likert scale: 1 = requires much extra work on my part; 5 = requires little or no extra work on my part

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean
Far West Laboratory for Educational Research and Development	N/A	N/A			2.48
University of Arizona	N/A	N/A	-	-	1.52
Bank Street College of Education	N/A	N/A	-		1.82
University of Oregon	N/A	N/A	*	*	3.22
University of Kansas	N/A	N/A	*		2.75
High/Scope Foundation	N/A	N/A			2.41
University of Florida (University of North Carolina)	N/A	N/A			2.46
Education Development Center	N/A	N/A			2.16
Southwest Educational Development Laboratory	N/A	N/A	*		2.95
Two to Four Sites					
Northeastern Illinois University	N/A	N/A			2.38
California State Department of Education	N/A	N/A			2.17
University of Pittsburgh	N/A	N/A			2.59
Fordham University	N/A	N/A	-	-	1.67
University of North Dakota	N/A	N/A			2.31
	(Follow Through only)		2.36	2.36	

QUESTION: Teacher 72d--The Follow Through approach I am using this year:

RESPONSE CATEGORY: Mean on likert scale: 1 = does not meet the learning needs of my pupils; 5 = meets the learning needs of my pupils

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Mean
Far West Laboratory for Educational Research and Development	N/A	N/A			3.68
University of Arizona	N/A	N/A			4.02
Bank Street College of Education	N/A	N/A	-		3.59
University of Oregon	N/A	N/A	-		3.48
University of Kansas	N/A	N/A			3.85
High/Scope Foundation	N/A	N/A			3.89
University of Florida (University of North Carolina)	N/A	N/A			4.04
Education Development Center	N/A	N/A	-		3.58
Southwest Educational Development Laboratory	N/A	N/A			3.82
Two to Four Sites					
Northeastern Illinois University	N/A	N/A			4.31
California State Department of Education	N/A	N/A			4.16
University of Pittsburgh	N/A	N/A			4.24
Fordham University	N/A	N/A			4.13
University of North Dakota	N/A	N/A	*	*	4.77
	(Follow Through only)		3.92	3.92	

QUESTION: Teacher 73--How long did it take you to become comfortable with most of the Follow Through approach you are using this year?

RESPONSE CATEGORY: Little or no time + several weeks (i.e., less than several months)

	Significant Comparisons				Sponsor FT
More Than Four Sites	Local	NFT	FT	Site	Percent
Far West Laboratory for Educational Research and Development	N/A	N/A			52.7
University of Arizona	N/A	N/A			50.9
Bank Street College of Education	N/A	N/A			35.7
University of Oregon	N/A	N/A	*	*	86.9
University of Kansas	N/A	N/A			61.9
High/Scope Foundation	N/A	N/A			36.7
University of Florida (University of North Carolina)	N/A	N/A			60.0
Education Development Center	N/A	N/A			35.7
Southwest Educational Development Laboratory	N/A	N/A			41.3
Two to Four Sites					
Northeastern Illinois University	N/A	N/A			77.0
California State Department of Education	N/A	N/A			55.3
University of Pittsburgh	N/A	N/A			41.3
Fordham University	N/A	N/A			50.0
University of North Dakota	N/A	N/A			46.2
(Follow Through only)			52.6	52.6	

Appendix V-a and V-b

This appendix presents data from the parent interview (V-a) and teacher questionnaire (V-b) at the site level of aggregation. Sites were divided into three categories: 1) not presented to JDRP; 2) presented to JDRP but not approved; 3) presented to JDRP and approved. (See text for description of this process; p. 85.)

For each parent question, the distribution of responses is presented in two forms:

Table. The table at the top of each chart shows the contingency table for the site category (1, 2, or 3, as above) by relation to FT and NFT overall proportions (above FT overall proportion, above NFT overall proportion, below NFT overall proportion). Each cell of the table displays the frequency and column proportion.

Stem and Leaf. The distribution of site proportions by category (1, 2, or 3, as above) is displayed graphically by three stem and leaf displays side by side. The proportion is read by combining the number on the axis (stem) with a single digit from the graph (leaves).

Question: Parent 22b--Does (sample child) get medical care free or at a reduced price?

Response category: yes

	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	24 (51%)	5 (83%)	10 77%	39 (59%)
Below FT %	23 (49%)	1 (17%)	3 (23%)	27 (41%)
	47	6	13	66

10	0	10		10	
9	604	9	11	9	7
8	976654221	8	2	8	922
7	844311110	7	11	7	987611
6	99410	6		6	
5	87663330	5	3	5	7
4	82	4		4	
3	875431	3		3	
2	884	2		2	8
1		1		1	7
0		0		0	

Overall FT 65%

Question: Parent 22c--Does (sample child) get dental care free or at a reduced price?

Response category: yes

	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	26 (55%)	5 (83%)	10 (77%)	41 (62%)
Below FT %	21 (45%)	1 (17%)	3 (23%)	25 (38%)
	47	6	13	66

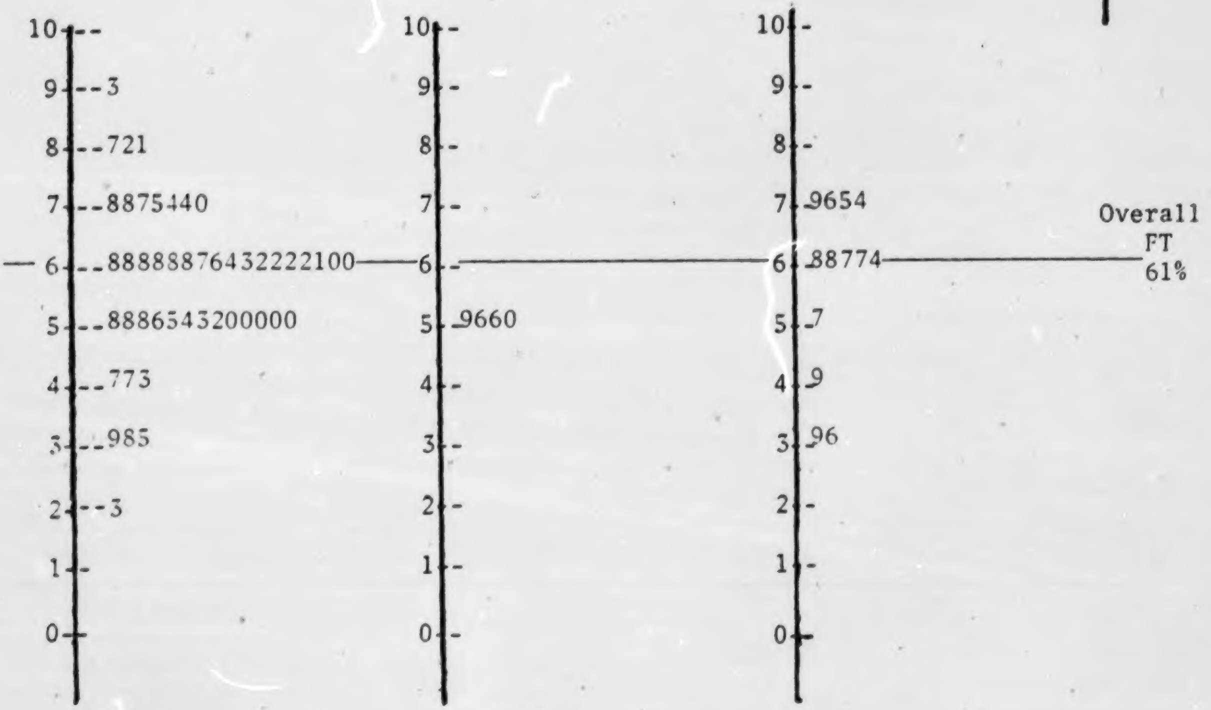
10	--0	-	-
9	--7462111	-71	-741
8	--9777666554210	- 2	-9931
7	--97521	- 77	-711
6	--987520	-	-4
5	--998643200	- 3	-
4	--11	-	-8
3	--2111	-	-
2	--	-	-
1	-	-	-0
0		-	

Overall FT 71%

Question: Parent 25--In general, how satisfied are you with (sample child's) progress in school?

Response category: very satisfied

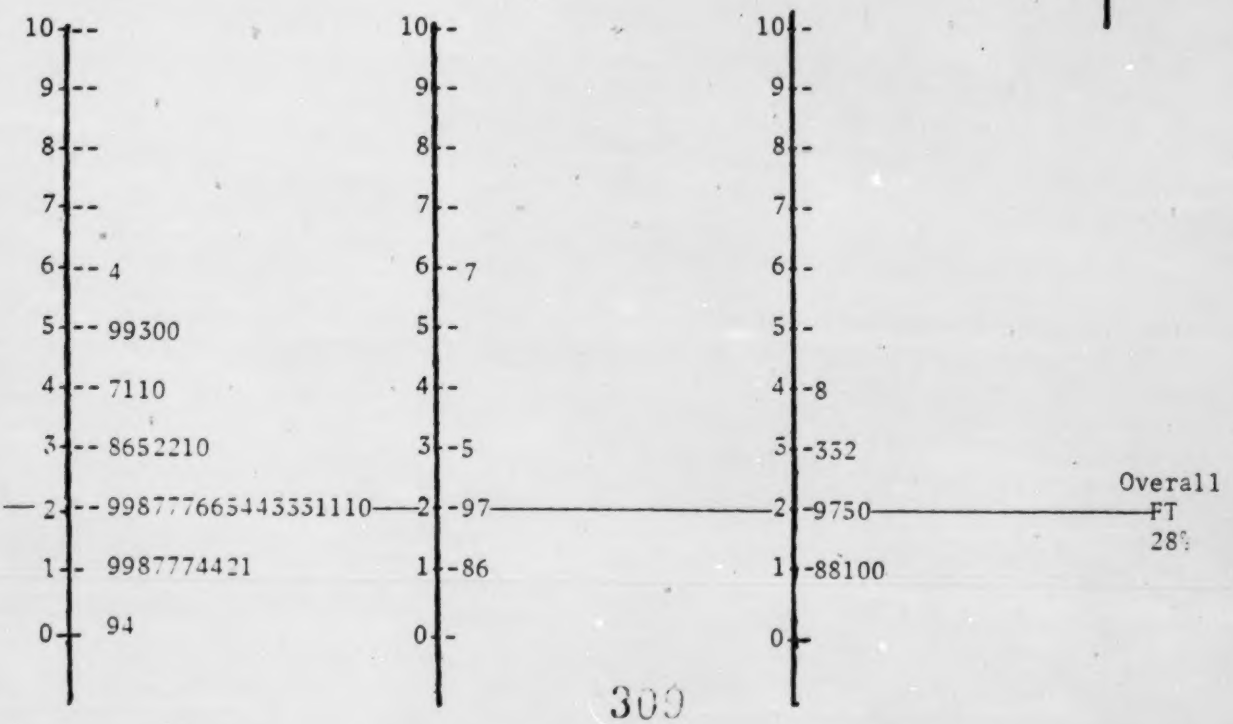
	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	25 (53%)	1 (17%)	9 (69%)	35 (53%)
Below FT %	22 (47%)	5 (83%)	4 (31%)	31 (47%)
	47	6	13	66



Question: Parent 46--Do you work in any school--either as a volunteer or for pay?

Response category: yes

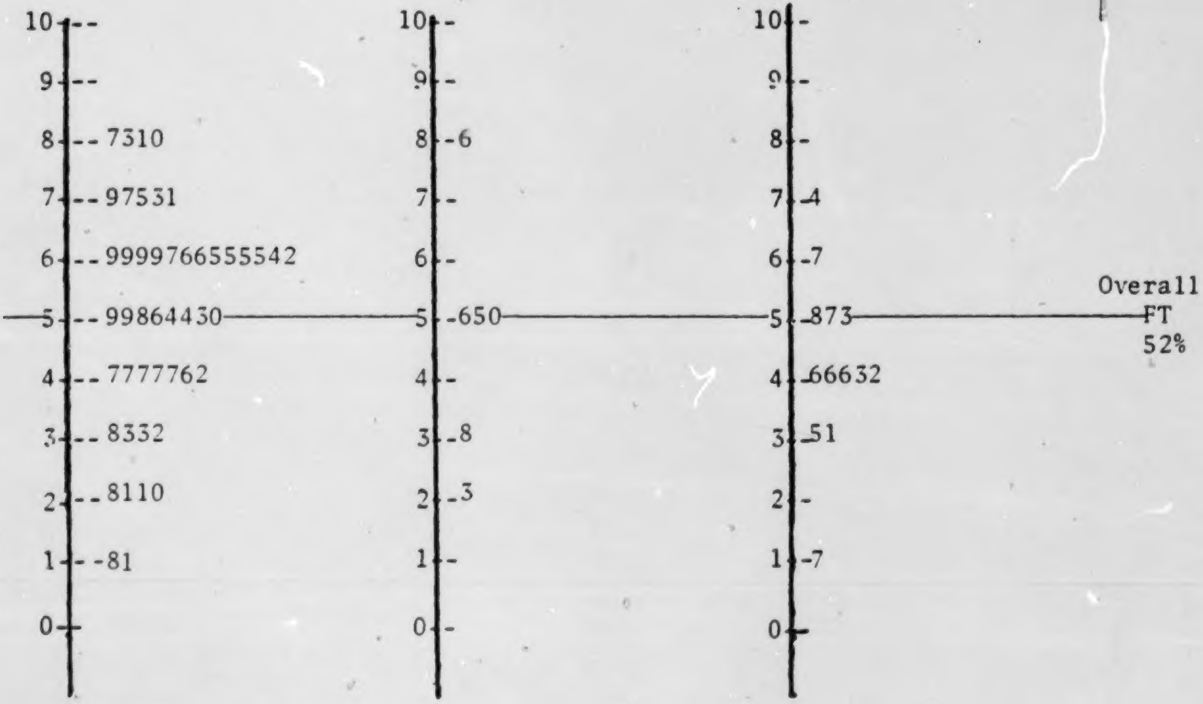
	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	19 (40%)	3 (50%)	5 38%	27 41%
Below FT %	28 (60%)	3 (50%)	8 (62%)	39 (59%)
	47	6	13	66



Question: Parent 47--Since the beginning of this school year, have you [or (sample child's) father] gone to watch (sample child's) class, while class was going on?

Response category: yes + yes, work in child's classroom

	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	29 (62%)	3 (50%)	5 (38%)	37 (56%)
Below FT %	18 38%	3 (50%)	8 (62%)	29 (44%)
	47	6	13	66



Question: Parent 54e--The school has taught my child reading.

Response category: a great deal

	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	26 (55%)	3 (50%)	6 (46%)	35 (53%)
Below FT %	21 (45%)	3 (50%)	7 54%	31 (47%)
	47	6	13	66

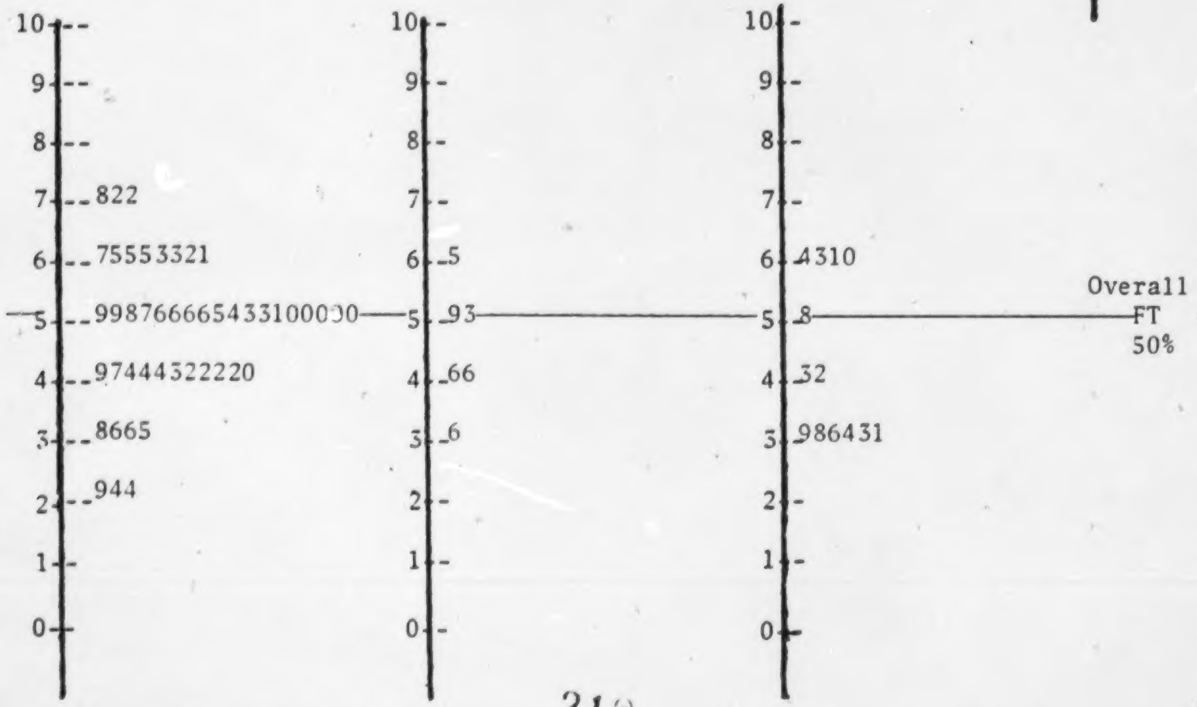
10			
9	631		8
8	99887666544332	2	9865
7	99987777732110	76	9520
6	99855533320	83	9974
5	8766	9	
4	7		
3			
2			
1			
0			

Overall FT 75%

Question: Parent 54i--The school has helped my child to make choices on his own.

Response category: A great deal

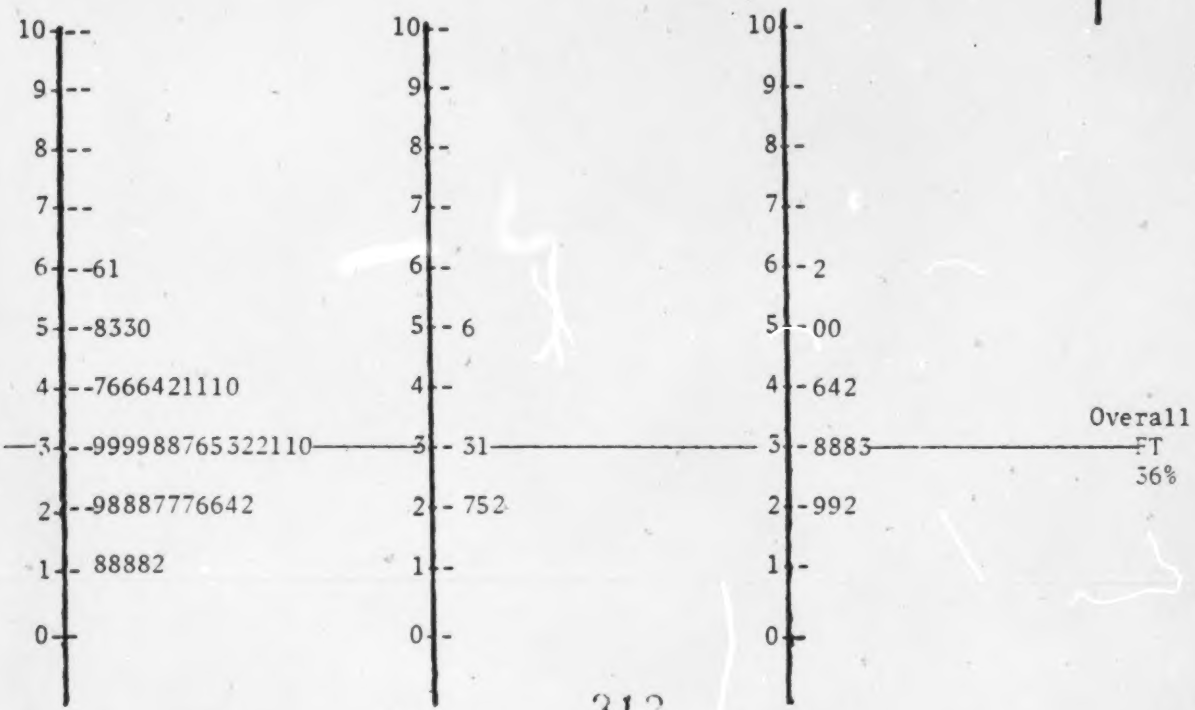
	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	29 (62%)	3 (50%)	5 (38%)	37 (56%)
Below FT %	18 (38%)	3 (50%)	8 (62%)	29 (44%)
	47	6	13	66



Question: Parent 55--In general, how helpful has the school been to (sample child)?

Response category: extremely helpful

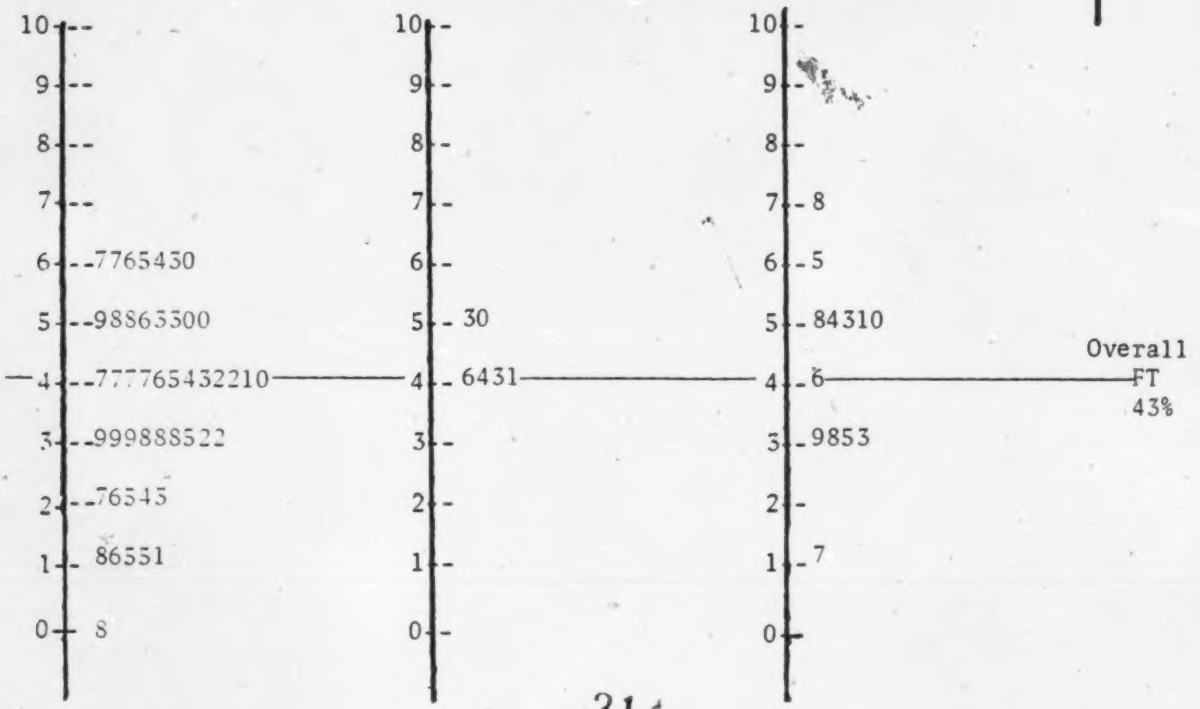
	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	24 (51%)	1 (17%)	9 (69%)	34 (57%)
Below FT %	23 (49%)	5 (83%)	4 (31%)	33 (48%)
	47	6	13	66



Question: Parent 65--How you [or (sample child's) father] ever gone to any PAC general meetings?

Response category: yes

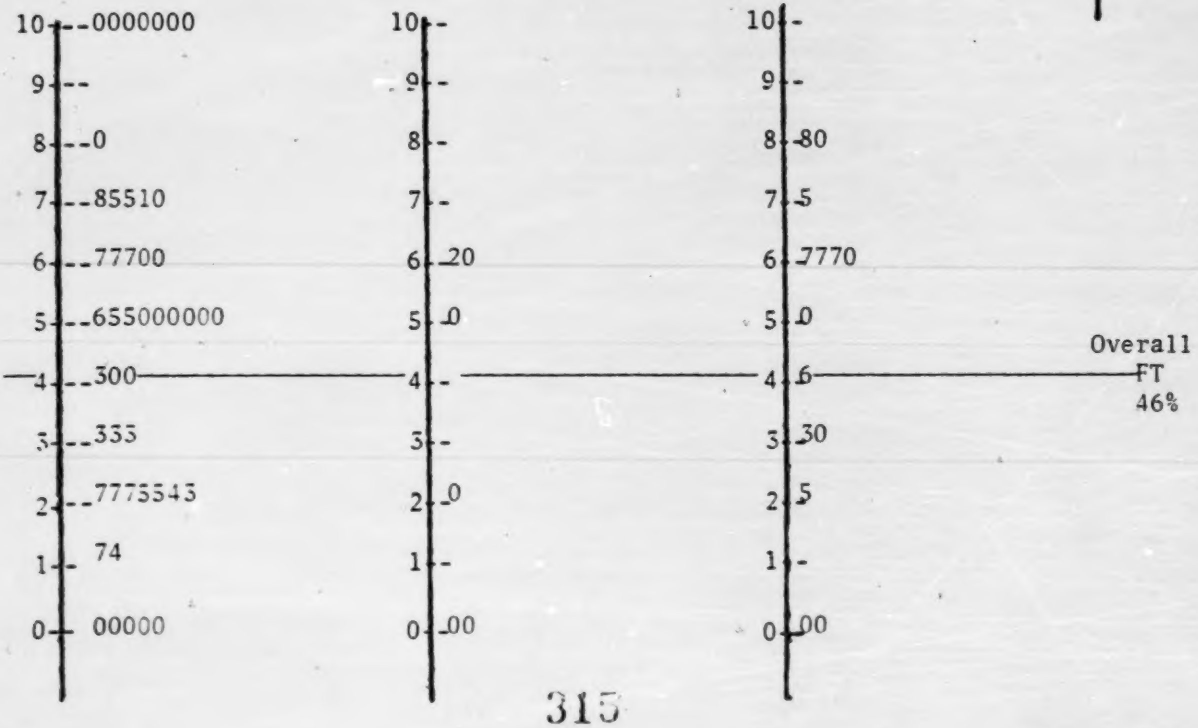
	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	22 (47%)	4 (67%)	8 (62%)	34 (52%)
Below FT %	25 (53%)	2 (33%)	5 (38%)	32 (48%)



Question: Teacher 22b--Describe the overall adequacy of medical services available to the children in this class.

Response category: very adequate

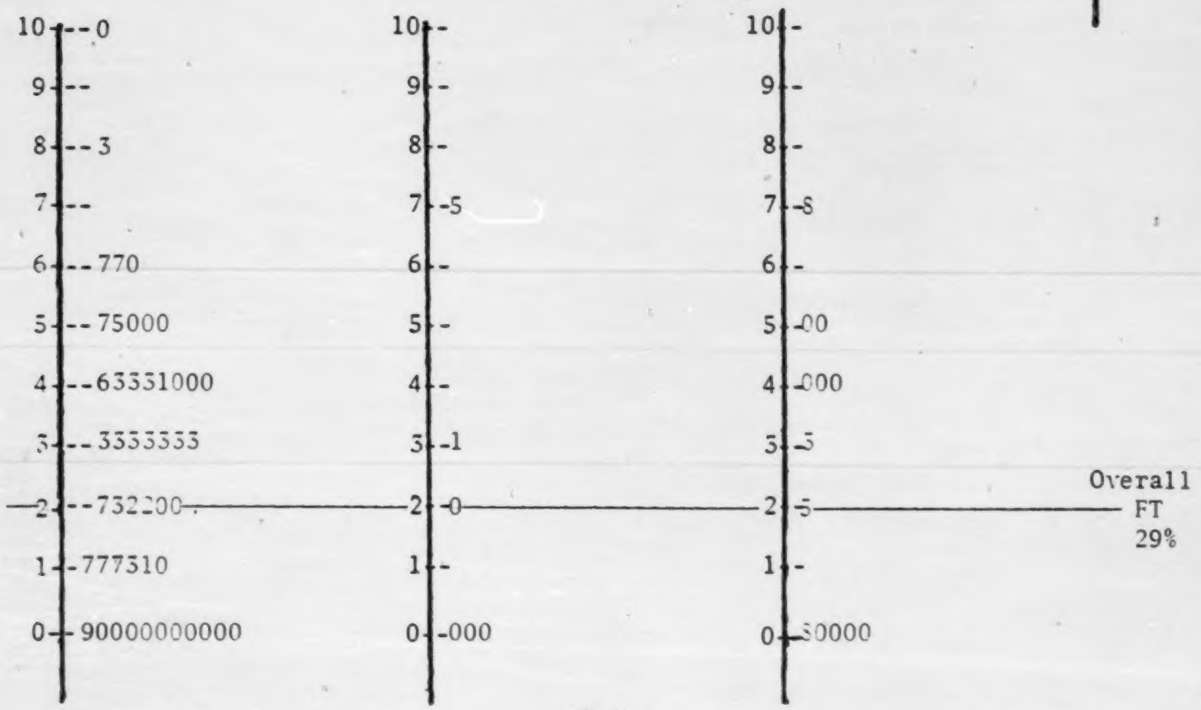
	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	27 (57%)	3 (50%)	8 (62%)	38 (58%)
Below FT %	20 (43%)	3 50%	5 38%	28 (42%)
	47	6	13	66



Question: Teacher 34--Thinking of this class as a whole, how satisfied are you with the overall growth these pupils made in school this year?

Response category: very satisfied

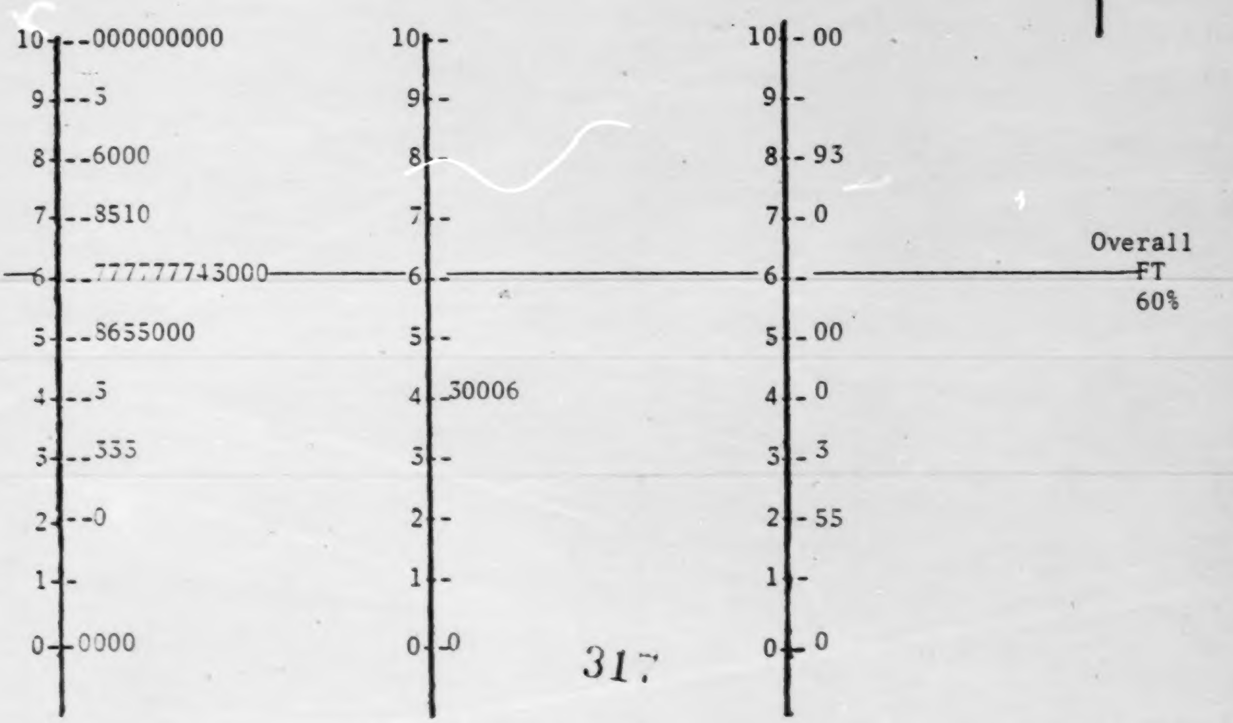
	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	25 (53%)	2 (33%)	7 (54%)	34 (52%)
Below FT %	22 (47%)	4 (67%)	6 (46%)	32 (48%)
	47	6	13	66



Question: Teacher 52a--To what extent does PAC participate in making decisions about the school program in general?

Response category: A great deal + some

	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	27 (57%)	0 (0%)	6 (46%)	33 (50%)
Below FT %	20 (43%)	6 (100%)	7 (54%)	33 (50%)
	47	6	13	66



Question: Teacher54--Overall, how much parent involvement has there been in your class?

Response category: a great deal

	Not presented to JDRP	Presented but not approved by JDPR	Presented and approved by JDRP	
Above FT %	16 (34%)	1 (17%)	8 (62%)	25 (38%)
Below FT %	31 (66%)	5 (83%)	5 (38%)	41
	47	6	13	66